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ABSTRACT

The Task Force on Early Intervention was designed to describe services for preschool handicapped children in Minnesota. The Task Force had three major objectives: to discover basic information about the preschool handicapped population in Minnesota; to discover whether poor and minority children have equal access to preschool handicapped programs; and to look at guidelines and regulations relating to preschool handicapped programs. Data from survey forms received from 412 program directors fell under four major groupings--(1) method of providing services, geographic area, age of program, number of children, ages of children, and types of disabilities; (2) the number of poor and minority children served and the directors' perceptions of such service; (3) types of funding for programs, methods used to locate and identify children; and (4) the number of personnel and types of staff certification. Among findings were that the 2,833 handicapped children who have been identified as being served are in many programs, which are funded through various sources and administered by at least six state agencies; that poor and minority children are being served at what appears to be a reasonable rate; and that there are no comprehensive regulations for preschool handicapped children at the state level. (Statistical data are given, as well as such appended materials as a sample survey form, state preschool statutes, and a list of Minnesota preschool handicapped programs.) (SBH)

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WHO SERVES THE PRESCHOOL HANDICAPPED CHILD?

A Report of the

Minnesota State Council for

the Handicapped's

Task Force On Early Intervention

November 1976

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We wish to thank all those people who contributed to this report. We are especially grateful to Evelyn Deno and Betty Hubbard whose thoughtful and incisive editorial comments were of immeasurable value.

"I will always be profoundly grateful that our son was enrolled in the preschool program. Not only did we learn a strategy to help him and enhance his communication skills. We learned also how to systematically focus on the child--on building his independence and fostering his strengths--and not the handicap. As parents we benefited enormously from the parent counseling program. The program helped us all gain in skills and confidence. It made all the difference."

Parent of a hearing impaired child

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Introduction

During the last six years there has been a proliferation of preschool programs and services for handicapped young children throughout the country. Many of these programs are based on the premise that young handicapped* children benefit from early identification of actual or potential problems. Further, most researchers and educators support identification in the form of early intervention programs, both school and home-based. (Bronfenbrenner, 1972; White, 1973). The handicapped preschool child has provided special interest to the educator in terms of the identification and programming problems this child may present.

Overview of Task Force

With the increasing number of programs now in existence in Minnesota, several significant questions should be considered by those interested in the provision of services to handicapped children: How many handicapped preschool children are actually being served in Minnesota? What agencies are responsible for providing these services? Is there any central coordination of services? How are the programs funded? Are there children who need services who are not receiving them?

These are some of the concerns that led to the formation of the Task Force On Early Intervention in June, 1975 by the Committee On Children and Youth, a standing committee of the Minnesota State Council for the Handicapped. (Membership of the Task Force, Committee and State Council are set forth in Appendices A, B, and C.) The Task Force is composed of members from state agencies, preschool programs, public schools, and community organizations. The Committee On Children and Youth appointed the Task Force Chairperson and members of the group.

* See Glossary

The original focus of the Task Force on Early Intervention was to investigate whether minority and poor children were adequately represented in preschool programs for the handicapped. The Task Force decided that a statewide survey was needed to determine the nature of services provided to this group of children. At the time the survey was developed, the Task Force discovered that very little statewide information existed on preschool services for handicapped children. The scope of the Task Force was therefore broadened, and this report will reflect a description of preschool handicapped services in Minnesota.

There are three major objectives of this Task Force report: (1) to discover basic information about the preschool handicapped population in Minnesota; (2) to discover whether poor and minority children have equal access to preschool handicapped programs; and (3) to look at guidelines and regulations relating to preschool handicapped programs. Also included in this report is information about recent trends both nationally and in Minnesota that are related to this topic.

National Trends

There are an estimated one million preschool handicapped children in our country whose needs are being recognized by educational professionals, lawmakers and parents (TADS, 1974). Although there has been a proliferation of programs during the last few years, many of these children are not being served.

Some special educators have urged that early intervention programs be established for preschool children with identified handicaps as a preventative for special education placement in later years. As an example, children who are hearing impaired may make significant improvements if they are identified and provided with service before the age of one or two rather than waiting until

the child is four or five. Yet, few states provide public education for all of their handicapped preschool children. Twelve states provide services (or are authorized to do so) from birth for children with handicapping conditions that can be reliably identified; one state initiates such services at age two, eleven at age three, four at age four, and nine at age five (Hobbs, 1975).

Selected Models of Service

There are various program models for providing service to handicapped preschool children. One model is a home-based program, where teachers, especially trained to help a parent with a handicapped infant or young child, visit the home. In another program model parents and children may attend a preschool center together. In other instances preschool children may attend a school-based program. Some of these programs are organized for preschool children with specific disabilities, such as Downs syndrome or cerebral palsy. Others serve preschool children with any developmental problem. Some handicapped children may attend a regular nursery school, day care center or Head Start program. There is not one accepted model of providing service to all handicapped preschool children. However, most programs do recognize the importance of involving parents in the education of their child. There are many programs that have proven to be effective. For a list of specific programs that have been designated as "exemplary" by HEW see Appendix E.

Legislative Impact

Federal laws have been instrumental in providing funds for the establishment of programs for handicapped children. The Handicapped Children's Early Education Program, signed into law in September, 1968 by President Lyndon Johnson, provides funds and assistance to public or private non-profit agencies

to support services for preschool handicapped children. As a result of this legislation, the Bureau of Education for the Handicapped of the U.S. Office of Education funds over 150 preschool projects referred to as the First Chance Network. Grants for these model projects are issued for up to three years.

The Education of the Handicapped Act, (EHA) Public Law 93-380 passed in August, 1974, provides that grants may be made to states for providing educational opportunities for all handicapped children. Special emphasis has been placed on providing services to out-of-school children and this includes preschool youngsters who have never been served. A state plan is required delineating how states will use the money and comply with the law.

Landmark legislation, The Education for all Handicapped Children Act, Public Law 94-142, was passed by Congress in November, 1975. It establishes the right of every handicapped child to a free appropriate individualized education program. One of the important provisions of the new law provides incentive grants for each preschool handicapped child (ages 3-5) served. This special $300 grant will go to the state education agency and must be used for preschool services. The law provides for a maximum of $300, but the exact amount has not been determined yet. By September, 1978, states must comply with all procedural safeguards, such as due process and least restrictive environment, and guarantee an adequate public education for all handicapped children. A state plan will again serve as the vehicle for endorsement for funding.

Trends In Minnesota

During the last few years, there has been an expansion in the number of programs in Minnesota serving handicapped preschool children. Since 1957, Minnesota law has required that all school districts provide special education

service for resident handicapped children of school age, not to extend beyond secondary school or its equivalent. School age is considered to be 4-21 for children who have a hearing, vision or speech disability or are physically handicapped. For mentally retarded children school age is 5-21. No age limits were specified for children who are emotionally disturbed, delinquent or learning disabled. Since 1969, the law permits but does not require school districts to provide services for handicapped children from birth to age 4. Beginning August 15, 1977, school districts must provide special education service to all handicapped four year olds.

Funding In Minnesota

Preschool programs for handicapped children in Minnesota are funded by a variety of methods. Funding through the Department of Education is based on the state law that provides that special education, foundation and transportation aids may be paid to school districts for approved preschool programs for handicapped children. Also a school district may contract with public, private or voluntary agencies for provision of services for children.

In order for a public school preschool for handicapped children to be eligible for foundation aids which would provide a maximum of one-half pupil unit of aid, a program must have: (1) prior approval from the State Department of Education; (2) a minimum of 50 contact sessions of one hour or more for each child and/or parent conducted during the regular school term, or aid can be pro-rated for fewer sessions; and (3) the number of days of membership reported should be equal to the total number of contact sessions.

Special education aids are paid to a district based on 55 to 75 percent of approved staff salaries up to $11,000. Twenty-five percent of the foundation aid is deducted for each handicapped child receiving special education services more than half of the school day. This provision is waived for preschool

handicapped children. Also, funds are available for equipment and supplies. In addition, a flat 10 percent of the sum of salaries of all essential personnel is paid to the district.

Transportation aid is based on a formula established by the Legislature.

In addition to the above state aids, districts are able to receive AFDC aid for eligible preschool handicapped children.

Public school programs for preschool handicapped children may also be supported through federal funds such as Title VI B, Title I, and Title IV C.

Because preschool programs for handicapped children are not mandatory, public schools do not always view early intervention programs as their first priority.

In addition to public school programs, there are various services funded by other sources for preschool handicapped children such as day activity centers, Head Start programs, State Services for the Blind and Visually Handicapped, etc. (State Planning Agency Report, 1974).

The Minnesota Child Development Planning Project

Another recent development in Minnesota that concerns preschool children is the Child Development Planning Project, which began in October, 1973 under a federal grant to the Human Resources Unit of the State Planning Agency. The Project existed for only two years but published 13 reports dealing with young children. (See Bibliography for listing of these reports.) The project had several tasks which included: (1) compilation of basic information about existing child development services in the state; (2) assessment of needs for additional child development services; and (3) recommendations for coordination, at the state level, of services for children under the age of six.

The findings of the Child Development Planning Project are important. According to the 1970 census there were 401,762 children under six years of

age in the state. The report revealed that there are still large gaps in the number of young children receiving services compared with the population needing the service. For example, in 1972-73 Head Start served about one-third of the eligible three and four year olds in the state. During these same years, fewer than 10 percent of the handicapped preschool children in the state were receiving any service. Only 57,434 children received some type of screening in 1972-73; it was primarily vision and hearing screening. Child care services were available to only 20 percent of the target population.

The Child Development Planning Project also designed and used a consumer survey to ask parents of young children about services they needed. The survey was given to 200 families in a three county area in southern Minnesota. One of the findings of this survey was that parents need information about where to go for help for suspected problems, particularly speech, language, social-emotional delays and mental retardation.

This project made several major recommendations. They are: (1) establish an inter-agency committee on young children and their families; (2) establish a separate office for young children and their families; and (3) develop a public policy statement regarding young children and their families. Although this study was completed in 1975, it is one of the few attempts to investigate statewide services for preschool children.

Major Task Force Objectives

Minority and Poor: An Issue

The suspicion that some poor and minority preschool handicapped children may not be receiving needed services led to the formation of the Task Force On Early Intervention by members of the Committee On Children and Youth. This fear was based on concerns expressed by committee members that several preschool

handicapped programs that they were familiar with served very few poor or minority children, in spite of the fact the programs were located in the metropolitan area and would be expected to have included more children from poor and minority families. Other members questioned whether poor and minority children in rural areas of the state had access to preschool programs for handicapped children. A specific concern was the availability of programs for children in Indian reservations. Therefore, an objective of the Task Force was to discover whether poor and minority children in Minnesota have equal access to preschool handicapped programs and if not, to determine what problems might prevent programs from serving poor and minority children. Another concern of the Task Force was to find out how many minority staff members were employed in preschool programs. Another issue was to determine the source of funds for preschool programs in the state and to discover whether some children were not receiving appropriate services because of their family's economic situation.

The Task Force did not equate minority group status with economic status. Poor handicapped preschool children may suffer discrimination and be denied or be unable to take advantage of services just as preschool minority handicapped children may suffer from discrimination and not be provided with appropriate services. With respect to children of school-age as contrasted to the perceived preschool situation, there has been an over representation of minority children in classes for handicapped children in many states, including some parts of Minnesota. In many instances, misclassification has resulted from the misuse of culturally-biased tests for placement of children in special education classes. There have been numerous court suits brought in various parts of the country to clarify the issue of culturally-biased tests. (Larry P. v. Riles, Diana v. California State Board of Education, 1970.) Federal laws (P.L. 93-380 and P.L. 94-142) now state that school districts must use non-discriminatory

tests in placement procedures, provide a full range of due process rights to handicapped children and their parents and serve children in the least restrictive setting.

Nicholas Hobbs in his book, Futures of Children, states that this nation's most urgent domestic problem is the equalization of access to opportunity, regardless of race, ethnic background or economic status. The handicapped child and his family bear a disproportionate burden of this pervasive inequity. It is the position of this Task Force that services must be made available to all children, regardless of race, creed or financial status.

Information About Preschool Handicapped Programs

Another major objective of the Task Force was to gather basic descriptive information about programs for handicapped preschool children in Minnesota such as the location and addresses of programs, the number of handicapped children served, the types of child identification procedures being used, the methods of coordinating services, and a description of program personnel.

To begin with, the Task Force needed a list of all preschool educational programs serving handicapped children in Minnesota. Upon requesting this information from the State Department of Education, the Task Force discovered that a comprehensive list of all programs serving preschool handicapped children was not available. There is no central source of information or list of public or private schools available about programs for handicapped preschool children. It therefore became the responsibility of the Task Force to compile its own list of programs. Names of programs were secured from the directors of the Title VI B projects, Council On Quality Education, Title I, etc., but these are, at best, only a partially complete listing.

Another concern of the Task Force was to find out how many preschool handicapped children were being served in the state. This basic information

is necessary for planning as well as for providing parents, teachers and administrators with knowledge about successful preschool models.

Another concern of the Task Force is the lack of information available about Child Find or the identification and location of handicapped children. At present there is no central Child Find system in operation in Minnesota. However, the Total Special Education System, which is an ideal model developed by the State Department of Education for use by local school districts, offers a theoretical Child Find system, but leaves the implementation to the discretion of school districts.

The (proposed) Minnesota State Regulations for the Education of the Handicapped state that local school districts have the responsibility to seek out and identify handicapped children between the ages of 0 and 21. Their responsibility to provide special instruction and services is limited to what school laws define as the school-age child; however, Federal Laws P.L. 93-380 and P.L. 94-142 state that all children residing in the state who are handicapped and who are in need of special services are to be identified, located and evaluated. Although a concern of the Task Force was how programs locate and identify children, the Task Force did not attempt to survey screening programs to find out what kinds exist, how the information they generate is used, etc.

Still another reason for the study was that there did not seem to be any coordination of services for handicapped preschool children at either state or local levels. Various agencies and groups are providing services but there is no effective coordination of what they offer.

At present, twelve states have Offices of Child Development that officially coordinate activities related to improving growth and learning opportunities for young children. Minnesota has an Inter-agency Committee On Young Children and their Families. In February, 1975, Governor Wendell Anderson sent an Executive

Memorandum to the Commissioners of key state agencies asking them to designate an Assistant Commissioner to be a member of this committee. In addition, a group of early childhood educators, the Minnesota Child Development Coalition, has urged the establishment of an Inter-agency Commission On Young Children and their Families composed of agency Commissioners. They also are urging that an advisory board be appointed for this group. In addition, the State Board of Education recommended in 1974 that an Early Childhood Standing Committee and a statewide advisory board to this group be appointed before August, 1975. As yet, they have not been appointed.

There is a need for information about how or whether adequate coordination of services is achieved at the local level. The Duluth Public Schools have received a Title VI B grant to serve as the Coordinator of School and Community Services to handicapped preschool children in their service area. In addition to becoming the coordinating agency for all preschool services, this agency plans to establish a city-wide systematic identification process for all preschool children. Other school districts may be interested in the results of this coordination effort.

Another concern of the Task Force was how good was staffing in preschool programs. There does not seem to be adequate information available about the qualifications and the training possessed by those who work with preschool handicapped children.

Guidelines and Regulations

The third major objective of this Task Force study was to briefly examine the guidelines, regulations and state plan components that relate to preschool handicapped children to estimate plan adequacy. Task Force members were concerned about whether Minnesota needed to have a better developed state plan for preschool handicapped children.

Method of Study

In order to fulfill the objectives of the Task Force, members decided that the study should consist of three major activities. The first would be a state-wide survey to gain information about preschool programs and handicapped children and to provide information about services to poor and minority children. The second task would be to look at the regulations and guidelines relating to preschool handicapped children. The third component was to have been a consumer survey. Members felt that a survey of parents whose children needed and/or used preschool services would be helpful and important to undertake. However, after studying the methodology of door-to-door surveys and various sampling procedures, the Task Force decided that it was not economically feasible for them to attempt a consumer survey. Nevertheless, the Task Force values the input of parents. It feels strongly that parents need to be involved in design and evaluation of any services they use to enhance growth and learning opportunities for their children.

Program Survey

Program survey procedures were designed by the members of the Task Force. A questionnaire was developed to be easy to answer to encourage an optimum number of replies from program directors. The survey instrument was reviewed by several research professionals and was pilot tested by several members of the Task Force. The resulting survey instrument is included as Appendix D.

Surveyed Population

Handicapped preschool children in Minnesota are provided services by a variety of public agencies and private groups. The Department of Public Welfare, the Department of Education and the Governor's Manpower Office, Division of Economic Opportunity are the primary state agencies serving these children. In addition, the Department of Health provides some services such as evaluation

and diagnosis to preschool handicapped children. The Developmental Disabilities Council under the State Planning Agency has granted funds to a number of early intervention programs.

Under the Department of Welfare, the day activity centers (DAC) provide services to mentally retarded, cerebral palsied and other handicapped preschool children. DAC's also serve a small number of school-age children, under contract with public school districts, and adults. Group day care and nursery schools may serve some handicapped children who are integrated into the regular classroom.

The Department of Education has several programs that serve handicapped preschool children. They include:

1. Title VI B--provides federal funds to local schools to serve handicapped children with primary emphasis, this year, on serving handicapped preschoolers.
2. Title I, Elementary and Secondary Education Act of 1965--provides federal funds to local school districts for special programs to serve economically disadvantaged children and some developmentally delayed preschool children.
3. Title IV C, Elementary and Secondary Education Act--provides federal funds to school districts and 15 percent of the funds in Minnesota must serve handicapped children in innovative programs.
4. Council for Quality Education (CQE), a state financed program--provides grants for pilot programs for children before kindergarten, which may include identification of potential barriers to learning, parent education, resource centers for children and parents and home-based programs.
5. In addition, there are public schools who fund their own preschool handicapped programs without any federal aid. They receive state aids for serving these handicapped children. However, no list of these programs exists.

The department of education does not have this information. They have projections for the 1975-76 school year of the number of preschool handicapped children served in public schools and entitled to aids, but no list of school programs is available.

The Governor's Manpower Office provides technical assistance to Head-Start programs in Minnesota. Funding for Head Start comes through the regional office of Child Development in Chicago. Since 1972, Head Start has had a mandate that 10 percent of the children served in Head Start programs must be handicapped.

In addition to contacting public agencies, various groups were asked for names of preschool programs funded by other sources. The Washburn Child Guidance Center Preschool is a privately administered facility but has a grant from the Department of Health, Education and Welfare. Other programs are provided by mental health clinics and various other helping service resources.

A list of 680 programs was compiled including day activity centers, Head-Start, day care centers, nursery schools and preschool handicapped programs. (Surveys were sent to the 30 regional offices so that all Head Start and Home Start programs would be included. There are numerically more Head Start programs operating than the 30 regional offices listed.) The list did not include family day care programs, which are located in homes and care for five or less children, nor did the list include foster home placement. A just completed study by another organization indicates that this latter type of service may be the most commonly used child care resource. (Citizens League 1976). The survey was mailed out in November, 1975 and completed by February 1976.

Method of Making Recommendations

The Task Force met many times to make recommendations. All recommendations were a result of group discussion and consensus. The recommendations were also approved in the same manner by the Committee On Children and Youth.

Responses To The Survey

The Task Force sent out 680 surveys and 412 program directors responded. The response rate of 60.5 percent is considered very high for this type of survey. The Task Force mailed out postcards to program directors to remind them to return their surveys, and it is felt that this contributed to the high rate of response. The information from the surveys was coded and a computer processing system was utilized.

Cautions and Limitations of the Survey

The Task Force believes that this is the first time a survey of this type has been used in Minnesota to compile information on preschool handicapped children. The survey was sent to many preschool programs; however, a comprehensive list of all preschool programs in Minnesota was not available. Projections based on the survey data are possible but should be interpreted with the understanding of basic data limitations. Conclusions and recommendations discussed in this study are based on the actual survey results.

Definitions of terms used in the survey were provided when possible. The term "poor" was not defined in dollar terms. After pilot testing the survey, it was apparent that preschool directors did not have access to or knowledge about family income. The Task Force chose to allow the program directors to use their own perception of the word "poor," rather than try to use some income level definition.

Also definitions were not provided on the survey for the various disabilities. Classifications were left open-ended so that the directors could state what types

of handicaps they assumed their children had. Developmental delay was used by many directors to describe children who may have developmental lags of a general nature.

Results

Data from the 412 survey forms returned are summarized under four main groupings: (1) method of providing services, geographic area, age of program, number of children, ages of children and types of disabilities; (2) the number of poor and minority children served and the directors' perceptions of such service; (3) types of funding for programs, methods used to locate and identify children; and (4) the number of personnel and types of staff certification. The data are based on 1975-76 school year information. There are 21 tables that summarize the data accumulated from the study. The asterisk appearing on each table indicates that a small category of programs called "miscellaneous" is not listed separately but is represented in the total column.

Program Information

Method of Providing Services. Programs serving preschool children in Minnesota are grouped under five categories: handicapped preschool, day activity centers, Head Start, day care centers and nursery schools. The largest number of preschool children in the programs responding to the survey are presently being served in nursery schools and day care centers (68.1%). Day activity centers and handicapped preschools serve primarily handicapped preschoolers; therefore 21.5 percent of the programs responding served handicapped children only.

Table 1

Number of Respondents To Survey By Program

Programs	Respondents N	Respondents %	
Handicapped Preschool	29	7.0	
DAC	60	14.5	
Head Start	30	7.2	
Day Care	105	25.4	68.1%
Nursery	176	42.7	
Other*	12	2.9	
TOTAL	412		

Geographical Area. According to the survey, the overall geographic scatter for preschool programs is that 46 percent are located in urban areas (cities over 10,000), 18.7 percent are located in the suburban metropolitan area and 34.6 percent are located in rural Minnesota (population under 10,000). Most of the preschool handicapped programs that responded to this survey are located in urban areas. According to the respondents of this survey, there are very few (17.2 percent) designed specifically for preschool handicapped children in the rural areas of Minnesota. By comparison, of those responding to this survey, 73.3 percent of the Head Start programs are located in rural areas. According to the 1970 census, of the 401,762 children under six in Minnesota, slightly more than half (53 percent) live in the Metropolitan area. Based on the data in Table 2 and the 1970 census information, there seems to be a paucity of services in the rural areas for handicapped preschool children.

Table 2

Geographical Distribution of Programs

	Percentages					
	Handicapped Preschool	DAC	Head Start	Day Care	Nursery	TOTAL
Urban	69	43	23.3	56.7	44.2	46.7
Suburban	13.8	13.7	3.3	19.2	23.8	18.7
Rural	17.2	43	73.3	24	32	34.6

Age of Programs. Most preschool handicapped programs, 93.1 percent, have been established since 1970. This recent rapid proliferation of preschool handicapped programs may partially explain why there has been so little coordination, overall planning and policy development.

Table 3

Age of Programs
(Percentages)

Year	Handicapped Preschool		DAC	Head Start	Day Care	Nursery	TOTAL
1975	31.0		10.0	0.0	7.7	2.3	8.1
1974	13.8		1.6	3.3	18.3	8.6	10.0
1973	13.8	93.1	3.3	3.3	7.7	12.1	8.8
1972	13.8		11.8	3.3	12.5	13.2	12.0
1970-71	20.7		3.3	6.7	22.2	17.8	15.4
1965-69	0.0		35.5	73.3	21.2	26.4	27.4
Before 1965	6.9		33.8	6.7	11.5	18.4	17.1
N/A				3.3	1.0	1.1	1.2

Number of Children. According to the survey, there were 21,633 preschool children served in the 412 programs responding. Most of the children are in regular nursery schools, some in day care centers and the smallest number is in day activity centers (See Table 4). The day activity centers and the handicapped preschool programs serve the largest number of handicapped preschool youngsters. There are 2,893 handicapped children or 13 percent being served in all the programs (See Table 5).

It is interesting to note that there were 149 handicapped children being served in day care centers, 175 in regular nursery schools and 505 in Head Start centers. The survey results indicate that a significant number of preschool handicapped children (28.4 percent) are being served in regular programs such as Head Start, nursery school and day care centers (See Table 5).

Table 4

Number of Preschoolers Served By Programs

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	Other*	TOTAL
1,102	1,057	3,890	4,618	9,647	---	21,633

Table 5

Number of Handicapped Preschoolers Served In Programs

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	Other*	TOTAL
943**	1,051	505	149	175	---	2,893
		Percent For Individual Programs				
85.5	99.0	12.9	3.2	1.8		
		Percent For All Handicapped				
32.5	36.3	17.4	5.0	6.0		13.0

**Although respondents indicated a total of 1,102 preschool handicapped children in their programs (Table 4), they listed fewer in Table 5. Presumably the remainder were being served through a home-based or other program.

Ages of Children. According to the survey, most children enrolled in preschool programs are three, four and five years of age. The day activity centers serve many children from birth through five years of age; many of the infant programs are located in these centers. Until recent years, the care of infants has been a personal and private responsibility of the family, but with the establishment of intervention programs for handicapped children this viewpoint is changing. According to the survey, very few infants are being served in Minnesota. The largest number of preschool handicapped programs serve children four and five years of age. The state law requires that all handicapped four year olds except those who are mentally retarded, learning disabled or emotionally disturbed, be provided with service although starting in August, 1977 all handicapped four year olds must be provided with appropriate services.

Table 6

Ages of Children By Program
(Percentages)

Ages of Children	Handicapped Preschool	DAC	Head Start	Day Care	Nursery	Other*	TOTAL
Infants	0	3.9	0	3.1	1.6	---	1.9
2-5	11.7	22.3	3.1	35.3	16.3	---	22.0
3-5	11.7	13.1	59.3	20.1	61.7	---	35.7
birth-5	20.5	32.8	0	4.2	1.0	---	9.1
over 5	17.6	19.7	0.6	35.9	5.4	---	18.8
4, 4-5	38.2	1.3	28.0	1.8	13.6	---	10.5
1-3, 1-4	0	6.5	3.1	1.2	0	---	1.7

Types of Disabilities. There were 2,893 children listed as handicapped out of 21,633 preschool children. According to the survey, the largest number (25.5 percent) of the handicapped children served are classified as mentally retarded.

The next two largest groups were developmental delay* (22.3 percent) and speech and communication disabilities (21.5 percent).

In preschool handicapped programs, the largest number (40.3 percent) served are included in the developmental delay classification. Many preschool handicapped programs are being established to serve children with all types of disabilities. The large number listed under "developmental delay" signifies that many special educators and parents do not want to label young children. This in fact was a typical comment of several directors on the survey.

Most mentally retarded youngsters are being served in day activity centers.

Head Start has a federal mandate that 10 percent of the children they serve should be handicapped. According to the survey (See Table 5), 12.9 percent of the Head Start children in Minnesota are handicapped. Speech communication problems represent the most frequent type of disability (45.4 percent). Day care centers and nursery schools are serving all types of handicapped children, but in very small numbers (See Table 7).

According to the Bureau for the Education of the Handicapped, 10 percent of the general school population can be expected to be handicapped. However, estimates for the number or prevalence rate of handicapped children in the population varies according to how disabilities are defined and the economic level of particular geographic areas and other factors. The new law P.L. 94-142, states that 12 percent of the population may be served with a specific requirement that only 2 percent of the children served be classified as learning disabled. These numbers are more reflective of proposed funding limits than they are sound predictions of likely occurence (See Table 8).

Table 7

Number of Children Served In Programs By Disability*
(Percentages)

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery*	TOTAL
Mentally Retarded	1.8	62.9	8.5	10.1	8.5	25.5
Physically Handicapped	9.9	2.9	13.6	4.2	16.0	8.7
Vision Impaired	6.8	2.2	6.9	4.2	2.8	4.9
Auditory Impaired	6.1	1.1	7.7	4.2	14.2	5.0
Emotionally Disturbed	4.3	1.6	7.4	18.6	17.7	5.3
Speech-Communication	23.0	6.1	45.4	20.3	24.0	21.5
Learning Problems	7.1	1.8	4.1	11.0	12.0	5.1
Developmental Delay	40.3	10.3	4.6	20.3	2.2	22.3
Non-English	.3	.8	.1	6.7	2.2	.6
Epilepsy	0	.4	1.3	0	0	.5

*3,037 children are listed as handicapped yet the total figure is 2,893 in Table 5. Some may have more than one disability.

Table 8

Prevalence Figures
(Percentages)

Disability	BEH Prevalence Figures	Survey Prevalence Figures*
Mentally Retarded	2.3	3.5
Physically & Multiply Handicapped	1.1	1.2
Vision Impaired	.1	.06
Auditory Impaired	.57	.7
Emotionally Disturbed	2.0	.7
Speech	3.5	3.0
Learning Disabled	1.0	.7
Developmental Delay	-	3.1
Non-English	-	.09
Epilepsy	-	.08
TOTAL	10.0	13.3

*Percentage of all the responses to this survey.

Poor and Minority Children

Poor Children. The results of the study indicate that there were 21,633 children enrolled in responding Minnesota programs (See Table 9). Of these 6,044 children, 27.9 percent were estimated to come from economically poor homes by the directors of these programs. According to the 1970 census, 10 percent of the 401,762 preschool children in the state live in families below poverty level.

Two distinct comments can be made. First, among the programs which responded to the survey, there is a higher than average number of poor children in these programs. Head Start programs which are designed to serve disadvantaged or poor children, are serving 3,399 poor children. This is over half the 6,044 poor children listed. Secondly, there are an estimated 401,762 preschool

children in the state, and of that number only 21,633 children, were being served in responding programs. There are even fewer handicapped children in these programs. Although the Task Force does not know how many might be enrolled in non-responding or unsurveyed programs the data available leave the impression that there are many poor children in the state who do not have access to any programs and there are poor handicapped children who similarly do not have access to programs (See Table 9).

Table 9

Number of Poor Preschoolers Served

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	Other*	TOTAL
379 (34.3%)	235 (22%)	3,399 (87.3%)	1,093 (23.6%)	534 (5.5%)	---	6,044

Minority Children. In analyzing the data on minority children, several issues need clarification. There are 21,633 children served in responding programs. The programs listed 2,137 (9.8 percent) minority children being served. The total figure for the number of minority school-age children in Minnesota in 1975 was 34,076 out of a total of 880,115 school-age children and youth (3.8 percent), according to Minnesota Department of Education statistics. Drawing on an inference from school-age statistics and based on this survey, the figures suggest that a large percentage of minority children are being served in preschool programs. Preschool handicapped programs are also serving minority children.

However, the basic question of whether poor and minority children have equal or adequate access to preschool handicapped programs still needs to be answered with greater confidence. There are three reasons for persistence of this concern:

1. There are many preschool children in the state who do not have access to any program. There are an estimated 401,762 children under the age of six in Minnesota. Based on a 3.8 percent minority school age figure, the Task Force would expect to find approximately 14,266 minority preschool children in the state although generally declining birth rates may lower the figure indications. The data available suggest that there are still a significant number of minority children not being served by any program. This concern does not imply that they necessarily should be or need to be.
2. There are several handicapped programs that serve few or no minority children.
3. With the exception of Head Start services, little information is available about preschool programs on Indian reservations. No conclusions can be hazarded at this time about the adequacy of services for Indian preschool children.

Table 10

Percentage of Minority Children Served by Programs

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
American Indian	2.6	3.8	9.0	3.9	.4	.3
Black	9.0	4.7	5.8	8.9	2.0	4.7
Asian	1.0	1.3	.8	.9	.9	1.0
Spanish	3.0	.8	1.9	1.3	.4	1.0
Total Minority	15.6	10.7	17.7	15.1	3.8	9.8

Program Directors' Perceptions of Minority and Poor Enrollments. The directors' perceptions of this question indicate that they do indeed feel that they are adequately serving minority children. Sixty-eight percent of the program directors felt their enrollment reflected the percentage of minority children in their service area. More than half of the directors felt that their enrollments also reflected the percentage of poor children in their areas.

The preschool handicapped program directors feel they are doing a better job than the other program directors in serving poor children as 83.3 percent responded "yes" to the question.

Table 11

Program Directors' Perceptions of Question: "Does Your Enrollment Reflect the Percentage of Minority Children In Area?" (Percentages)

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery*	TOTAL
Yes	73.1	73.4	80	69.8	60.6	68.4
No	26.9	26.5	20	30.2	39.4	31.6

Table 12

Program Directors' Perceptions of Question: "Does Your Enrollment Reflect the Percentage of Poor Children In Area? (Percentages)

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Yes	83.3	59.1	73.3	58.1	35.5	52
No	16.7	40.8	26.7	41.9	64.5	48

Problems Described By Programs In Preventing Them From Identifying and Serving Handicapped, Poor and Minority Children. The two problems that were expressed the most by program directors were "no transportation" (20.9 percent) and "no handicap census" (20.7 percent). Although some transportation aids are available for handicapped children, they are available only to preschool children in public school programs and in day activity centers. There seem to be many problems in transporting handicapped preschool children (See Recommendations).

There is a state statute that requires all school districts except Minneapolis, St. Paul and Duluth to use a census to identify handicapped children from 0-21. There is a proposed special education regulation that will require school districts to identify all handicapped children 0-21. Although there is a statewide handicap census law, it is not enforced. Thus, there is a need for a coordinated method of contacting and identifying children (See Recommendations).

Table 13

Problems Described By Programs As Preventing Them From Identifying and Serving Handicapped, Poor and Minority Children In Area (Percentages)

Problems In Programs	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Program Full	9.3	2.3	16	18.2	15.9	12.9
Few Minorities In Area	11.6	22.3	10	21.1	20.1	19.5
No Transportation	4.6	7.0	14	26.2	25.4	20.9
Family Unwillingness	6.9	28.2	14	1.7	3.5	7.4
No Handicap Census	23.2	28.2	30	18.2	18.2	20.7
Family Problems	6.9	2.3	2	0	.9	1.3
No Minority Staff	2.3	1.1	0	6.2	5.5	4.4
More Funds Needed	13.9	4.7	8.0	6.8	.9	4.2
Other	20.9	3.4	6.0	6.2	9.1	8.3

Minority Staff. Most programs seem to employ some minority staff members. There is an overall total of 10 percent of minority staff members reported on surveys. The Head Start and day care programs have a higher percentage of minority staff members than do the other preschool programs.

Table 14

Percentages of Minority Staff Employed By Programs

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
American Indian	1.5	.6	7.6	2.6	.1	2.0
Black	6.0	2.2	7.6	10.7	3.3	6.0
Asian	1.0	.3	.1	.5	.2	.5
Spanish	.5	.3	1.0	2.4	0	.9
Total Minority	9.0	3.4	16.5	16.4	3.7	10.0

Migrant Children. This survey was sent to programs in November, 1975; it does not contain data on the 1,586 migrant preschool children that were served in day care centers and Head Start programs in Minnesota during the summer of 1976. The Task Force feels that the needs of these minority and poor children should be considered in this section. At present there are no organized special education services available to any of the migrant children in Minnesota. There are also no summer school programs available in the three main areas where these migrant families live.

Child Find, Funding

In addition to looking at data concerned with numbers and types of children served in the various preschool programs in the state, the Task Force believes thet it would be of interest to look at some of the organizational aspects of preschool programs to see how these organizational variables might affect service to all children.

Child Find. Child-find data are displayed in Table 15. It seemed logical that the child find methods used by preschool programs in the state might have an effect on the kinds and numbers of children served. The conceptual model of child find is to be distinguished from the strategies/techniques that are used to complete a child find. Some of these strategies are screening or testing of all children, media campaigns such as television and radio spots, door-to-door surveys, school censuses, home visits, referral, etc. Each of these is a separate strategy; the whole concept might be called "child find."

In looking at Table 15, most children in preschool programs are reached through referral to the service. In handicapped preschool programs, 28 percent of the children are located through screening. This is a fairly high percentage, as no other programs employ screening as a child find strategy as do handicapped preschool programs. One reason for this might be that screening programs are often part of preschool programs for handicapped children funded through federal grants. Another interesting figure appears under physician and professional referral. Very few physician referrals are part of the child find procedures used by most preschool programs except for the day activity centers. This again seems to have a fairly obvious explanation in that more severely and multiply handicapped children are generally found in day activity center programs. Such children are more likely to be identified as having special service needs and referred by physicians, other professionals, or advocacy groups.

The remaining methods for contacting children are used in about the same proportions by all the programs except for nursery schools which seem to depend a great deal on written communications.

Table 15

Child Find Methods Used By Programs In State
(Percentages)

Methods Used to Contact Children	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Referrals	42	52.3	35.2	69.7	42.3	48.3
Screening	28	4.6	1.4	3.2	0	5.3
Physicians & Professionals	10	30.7	13.2	14.5	3.3	14.6
Home Visits, Door to Door, School Census	7	0	14.7	0	8.4	6.3
Written Communications	10	10.7	17.6	9.6	35.5	17.0
Personal Contacts	0	4.6	13.2	4.8	8.4	6.6
Outreach Workers	0	1.5	4.4	0	1.6	1.6

Funding. Table 16 shows a definite split in types of program funding. Handicapped preschool programs and Head Start programs are usually federally funded. Fourteen percent of the handicapped preschool programs are supported through public school funds. Several handicapped preschool programs (28 percent) show a combination of funding. Due to the way that the survey information was tabulated, it is difficult to say whether this represents state, federal or federal and public school funding patterns, although this information is available on the surveys. Day activity centers are funded from a combination of sources, generally Title XX, county, state and in some instances private funding. Head Start is federally financed. Most day care centers, one half of them at least, and 80 percent of the nursery schools are funded from private sources. These schools are not obligated to serve children with special needs. Of the 412 programs returning surveys, about 200 (nearly half) are funded from private sources.

Table 16

Types of Program Funding
(Percentages)

Types of Funding	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Federal	44.8	9.8	90.3	3.8	1.6	13.0
State	6.8	4.9	0	0	2.2	2.6
Public School	14.0	0	0	0	0	1.6
County	0	3.2	0	0	0	.4
Private	6.8	1.6	0	50.4	79.8	48.3
Combination of Funding	28.0	80.3	9.6	45.6	16.4	33.6

Payment of Fees. Head Start does not require fee payments for eligible children. About one-quarter of the day activity centers require some tuition and the remaining three-quarters do not. About 93 percent of pre-school programs for handicapped children require no tuition. About 86 percent of the day care centers require fee payment and almost all of the nursery schools do. How much the payment of a fee affects who attempts to utilize what programs cannot be estimated from the results of this survey.

Table 17

Fees Charged
(Percentages)

Do They Charge A Fee?	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Yes	7.1	24.1	0	85.6	94.2	66.8
No	92.9	75.8	100	14.4	5.8	33.2

Preschool Personnel

Number of Staff. Looking at Table 18, it becomes apparent that adult-child ratio is a function of the kind of program and to some extent the severity of the child's handicaps. In day activity centers serving multiply and profoundly handicapped children, the ratio is one adult to three children. In the preschool handicapped programs, there is one adult per eight children. This ratio (8:1) is about average for all programs, as is shown in the total column of Table 18. Other adult-child ratios are about seven to one in Head Start, six to one in day care programs and about 14 to one in nursery schools.

Table 18

Total Number of Program Staff

	Handicapped Preschool	DAC	Head Start	Day Care	Nursery *	TOTAL
Number of Staff	193	316	550	742	696	2,632
Number of Children	1,102	1,057	3,890	4,618	9,647	21,633
Adult-Child Ratio	8	3	7	6	14	8

Certification of Staff. Tables 19, 20 and 21 reflect staff certification. They show that 32 percent of the preschool staff are reported by the program directors to be "certified." This is a somewhat confusing report in that only one percent of the staff are reported to be special education certified and about 14 percent are nursery school certified. These percentages do not total even half of the number of staff reported to be certified. There are several possible answers to this paradox. Either persons responding to the survey did not accurately record their staff certification levels, the directors of preschool programs did not understand what the Task Force understood the word "certified" to mean, or they include other unidentified kinds of competency certifications in their concept of "certified" (e.g., a junior college certificate of some kind).

Licensing and certification in early education are confusing issues in this state. Some preschool handicapped programs need not be licensed, their staff often need not be certified (according to Table 19 only 50 percent are certified). These data would suggest a need for better program quality control through more adequate systems of staff competency documentation, facility approval, etc.

Table 19

Percent of Certified Staff by Program

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	*	TOTAL
55%	36.7%	22.3%	25.3%	43.3% (302)		32% (859)

Table 20

Percent of Special Education Certified Staff by Program

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	*	TOTAL
33%	16.4%	1.6%	1.0%	2.7%		1.0%

Table 21

Percent of Nursery School, Kindergarten and Primary Certified Staff by Program

Handicapped Preschool	DAC	Head Start	Day Care	Nursery	*	TOTAL
15%	10.7%	3.4%	13.6%	27.0%		13.6%

Guidelines, Regulations, State Plans and Policies

A major objective of the Task Force was to look at policies that relate to handicapped preschool children. The Task Force discovered that there was no plan or regulation that set forth a coordinated set of standards and policies for these children. One set of guidelines from the State Department of Education dealing with preschool handicapped children, entitled, The State Guidelines: Preschool Educational Programs for The Handicapped In Minnesota was approved by the State Board of Education in 1974. However, there are various conflicting policies set forth by the many agencies that serve these children. For example, the Department of Public Welfare has rules (e.g., Rule 31 allowing grants to licensed DAC's) that pertain to the day activity centers.

Also, Head Start programs have program performance standards and procedures that affect handicapped children. In addition, State Service for the Blind and Visually Handicapped, an agency of the Department of Public Welfare, is responsible for identifying and providing some service to blind preschool children, and this agency operates under another set of rules.

The Department of Public Welfare has standards and policies that affect handicapped children in day care centers and nursery schools. All of these programs must be licensed once a year. In reading comments in the survey, some directors of nursery schools and day care centers which serve handicapped children feel that the Department of Public Welfare needs to have more consultants available to their programs.

If a program is funded through a public school, it is the responsibility of the Department of Education to monitor the program. If the program is a day care center, nursery school or day activity center, it is the responsibility of the Department of Public Welfare to license and monitor it. However, there

may be some programs that are funded by private foundations or by various grants that do not come under either department's jurisdiction. This is a concern and speaks to the need for some generic plans and regulations. None of these regulations define certification requirements for staff or numbers of children to be served.

In examining the policies and standards that relate to handicapped preschool children, it is evident that there is a need for some type of coordination among the various agencies and programs. How does this confusion affect parents of preschool children? What information is available to them? The fragmentation, overlap and maze of services is obviously a barrier to services for handicapped preschoolers.

Another major concern of the Task Force that relates to policies is the need for a comprehensive state plan for preschool handicapped children. A state plan is a detailed document which the Minnesota Department of Education must develop to show the federal government that the state will comply with all the requirements of the Education of Handicapped Act, Part B as amended by P.L. 93-380. The state plan must describe how Minnesota intends to reach the goal of providing a full range of educational services for every handicapped child in the state. There is a specific section that deals with preschool handicapped children. The plan must indicate which agency and office has primary responsibility for each aspect of a child's identification, evaluation, staffing, as well as the facilities, equipment, materials and finances necessary to plan and implement the whole child identification system. There should be specific time tables for all of these services.

Parent Impact On State Plans

The EHA requires that states' 1976 plan amendments must be available to parents and other members of the public at least 30 days before the plan is

sent to the Bureau of Education for the Handicapped in Washington. For 1976, Minnesota has accepted $1,895,605 in EHA funds. The preschool portion of this is $743,894.

Minnesota has submitted a state plan for preschool handicapped children, but the Task Force questions whether it is sufficiently comprehensive and specific to meet the needs revealed by this study. On July 29, 1975, the Task Force wrote a letter to the State Department of Education noting that service was available upon application through Technical Assistance Delivery System (TADS) to help states develop a comprehensive preschool plan. The Task Force suggested that Minnesota apply for this assistance. The State Department of Education did not apply for this aid. The Task Force does not understand why this suggestion was not followed.

In reviewing the guidelines and policies that affect service to preschool handicapped children, the Task Force found that in this rapidly expanding field there is a clear need for more coordination, better long range planning and specific policy development.

Summary

Preschool handicapped children are provided service through numerous programs in Minnesota; yet there are many preschool handicapped children (at least 90 percent) who are not receiving any service. Those 2,833 handicapped children who have been identified as being served by this survey are in many programs, which are funded through various sources and administered by at least six state agencies. With the multitude of programs and structures existing there is a strong need for coordination and the development of a comprehensive plan. There is a need for leadership in Minnesota so that all preschool handicapped children can benefit from early intervention programs. The Task Force has begun to provide some information on preschool programs for handicapped children. The directories provided in the appendix should help parents, teachers and administrators learn about various programs.

The second objective of the Task Force was to discover whether poor and minority children have equal access to preschool handicapped programs. The data indicate that in those programs responding to the survey, poor and minority children are being served at what appears to be a reasonable rate, given the rate of occurence in the Minnesota population. However, there are still many poor and minority children in the state who do not have any programs available to them.

The third objective of the Task Force was to examine the guidelines, regulations, plans and policies relating to preschool handicapped children. The Task Force found that there are no comprehensive regulations for preschool handicapped programs at the state level. The State Plan drafted by the Department of Education for preschool programs needs to be more definitive and include the required timetables for projected service.

During the last six years there has been an increase in the number of programs serving handicapped preschool children. The Task Force recognizes the importance of early intervention and urges that appropriate services be made available to all identified handicapped preschool children in Minnesota in the near future.

Recommendations

1. The Task Force recognizes the need for overall planning and policy development concerning preschool handicapped services and recommends that a comprehensive state plan be developed in Minnesota. The Department of Education should seek funds and technical assistance to develop this state plan for preschool services to handicapped children.

2. The Task Force recommends that the State Department of Education develop regulations dealing with all preschool handicapped services. This process of developing regulations should begin by January 1, 1977.

3. The Task Force recognizes the national goal of the Office of Education to provide needed services to all handicapped children. The Task Force recommends that there be state legislation providing for appropriate instructional and other support services to all preschool children from birth to four years of age, who have identified handicaps requiring special attention to attain maximum development of the child's potential.

4. The Task Force recommends that there be less fragmentation and more coordination among all the programs that provide services to handicapped preschool children. The Department of Education should assume responsibility for coordination within its own department and among the various agencies and groups that provide services. One suggestion would be to have the Department of Education explore the feasibility of using Special Education Regional Consultants (SERCs) as regional preschool coordinators.

5 The Task Force recommends that due process rights be honored in service to preschool handicapped children and their parents. The Task Force recommends that parental participation be an integral component for all

preschool programs in program design and evaluation as well as in the total educational program of the facility.

6. The Task Force recommends that a statewide coordinated system to locate programs primarily serving preschool handicapped children should be prepared by the Minnesota Department of Education. It should be updated annually.

7. The Task Force recommends that a statewide coordinated system to locate and identify children with handicaps be developed and implemented; it must include criteria and regulations. The Task Force is concerned that valid instruments have not been developed to safely identify some preschool children with handicaps, mainly those children with milder developmental deviations which may yield to favorable maturational influences, but may become fixed as "handicaps" if self-fulfilling prophecy circumstances are triggered by careless diagnosis, labeling and serving practices.

8. The Task Force recommends that technical assistance be provided by the State Department of Education to agencies, non-profit groups, schools (public and non-public) to assist them in gaining funds and setting up programs in rural areas of the state. Survey data show that only 17 percent of the preschool handicapped programs responding were located in rural areas.

9. The unique transportation problems of preschool handicapped children, including the quality of present methods of transporting young children to programs, should be studied by the State Council for the Handicapped. This study should be accomplished by November, 1977.

10. The State Department of Public Welfare should publish a list of nursery schools willing and able to serve handicapped children along with their non-handicapped population.

11. The State Department of Public Welfare should provide trained consultants to all programs which integrate handicapped children.

12. The Task Force recommends that teacher training institutions expand their pre-service training programs for teachers of preschool handicapped children and increase their inservice training offerings for those already working in the field.

13. The Task Force recommends that a study be funded to examine what certification requirements should be established for personnel employed in programs serving preschool age handicapped children.

14. The Task Force recommends that a mechanism for disseminating information about preschool programs for handicapped children be developed by the State Department of Education. The evaluation reports of the preschool programs funded by Title VI B should be made more accessible to school personnel and citizens of the state. Other methods of disseminating information in this field could include a newsletter, a speakers bureau or a statewide conference.

15. The Task Force recommends that a consumer survey about preschool services be developed by the State Department of Education to obtain information and program evaluation from parents of preschool handicapped children. The survey should be conducted on a door-to-door random sample basis.

16. The Task Force recommends that special education services be made available for the children of migrant workers in Minnesota. The State Special Education section should work with the Migrant Education section in solving this problem.

GLOSSARY

Handicapped - one who because of a physical, mental or emotional disability or dysfunction, requires special services. This is the State Council for the Handicapped's definition and was used in the survey.

Preschool Handicapped Programs - are those programs designed and funded to serve primarily handicapped youngsters from birth through five years of age.

Special Education Aids - in Minnesota these aids are based on a percentage (55% to 75%) of the salary of essential personnel but this amount cannot exceed $11,000. In addition ten percent of the salaries of essential personnel are included for the purpose of paying support costs. Also there will be a deduction of 25 percent of the foundation aid formula allowance for each handicapped child in average daily membership who receives special instruction and services for more than 50 percent of the time that school is in session except that no portion of the foundation aid formula allowance shall be deducted for preschool handicapped children. Also the state shall pay each district for supplies and equipment the amount of one half of the sum actually expended by the district but not to exceed an average of $50, in any one school year for each handicapped child.

Foundation Aids - is a uniform amount designated for the education of each child in Minnesota. It is a combination of the local levy and state aids. For an elementary child a combination of the two figures will equal $960 for the 1976-77 school year.

Transportation Aids - are aids based on complicated formulas and provide money for transporting handicapped students. State payment of 80 percent of the excess costs over 128 percent of the 1974 fiscal year actual net operating cost, per eligible handicapped pupil for transportation for 1976.

Child Find - locating, contacting or identifying preschool children with problems. A number of techniques and strategies can be employed to complete a child find program.

Educable Mentally Retarded Program - as defined by the state, consists of specialized instruction and services for pupils identified by professionally qualified personnel as mildly intellectually impaired who can be expected to have some degree of success with academic subjects and vocational training.

Trainable Mentally Retarded Program - as defined by the state, consists of specialized instruction and services for pupils identified by professionally qualified personnel as moderately, severely or profoundly intellectually impaired who may be expected to have some success with self-care, language and limited vocational training.

Physically Impaired Program - as defined by the state, consists of specialized instruction and services for pupils identified by professionally qualified personnel as having a physical impairment caused by a congenital abnormality, chronic illness, disease, neurological involvement or accident which restricts normal opportunities for education or self-support.

Hearing Impaired Program - as defined by the state, consists of specialized instruction and services for pupils identified by professionally qualified personnel as having a loss of hearing, and whose loss of hearing prevents successful functioning in an educational program without specialized instruction, additional support service and guidance.

Speech Impaired Program - as defined by the state, consists of providing specialized instruction and services for pupils identified by professionally qualified personnel as having any deviation which is outside the range of acceptability in a given environment and/or for pupils who show deficits in processing language, irrespective of etiologies.

Visually Impaired Program - as defined by the state, consists of specialized instruction and services for pupils identified by professionally qualified personnel whose visual impairment prevents successful functioning in an educational program without guidance and accomodation.

Special Learning and Behavior Problems Program (SLBP) - as defined by the state, consists of special learning experiences for pupils identified by professionally qualified personnel as having a learning, behavior and/or emotional handicap.

Seriously Emotionally Disturbed - definition of the USOE, Bureau of Education for the Handicapped, 1969; "Seriously emotionally disturbed children exhibit one or more of the following characteristics over a long period of time and to a marked degree:

a. An inability to learn that cannot be explained by intellectual sensory, or health factors.
b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
c. Inappropriate types of behavior or feelings under normal circumstances.
d. A general pervasive mood of unhappiness or depression.

Socially Maladjusted - this term is interpreted to include chronic juvenile offenders, incarcerated delinquents or those children who show other forms of special behavior problems to the degree that they seriously interfere with school learning.

Learning Disabled - definition of the USOE, Bureau of Education for the Handicapped, 1969 and Public Law 91-230, dated April 13, 1970; learning disabled children are those children who "exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages.

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"A Report on Information Systems for Child Development Services"

"A Directory of State Agency Personnel, Child and Family Services"

"Child Development Needs Assessment Survey Guidelines and Survey Form"

"Child Development Needs Assessment Manual"

"Child Development Needs Assessment--A Summary Report of the Results of Three Local Needs Surveys"

"Carver County Child Development Needs Assessment Report"

"Region Nine Early Screening and Identification Report"

"Olmsted County Child Care Coordination Report"

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APPENDIX A

AD HOC EARLY INTERVENTION TASK FORCE

(Committee on Children & Youth)

Banister, Ms. Carol
Greater Minneapolis Day Care Association
430 Oak Grove
Minneapolis, MN 55403
871-3103

Bartlette, Don
City of Bloomington-Human Resources
2215 West Old Shakopee Road
Bloomington, MN 55431 (881-5811)

Carter, Geraldine
Pilot City Health Center
1349 Penn Avenue N.
Minneapolis, MN 55411
348-4600

Deno, Dr. Evelyn
4550 Edmund Blvd.
Minneapolis, MN 55406
729-0485

Goldberg, Ms. Paula
5315 James Avenue S.
Minneapolis, MN 55419
920-1015

Greene, Ms. Barbara
Minnesota Office of Economic Opportunity
Metro Square Building
St. Paul, MN 55101
296-5740

Hubbard, Elizabeth
St. Paul Public Schools
Special Education
360 Colborne Street
St. Paul, MN 55102
298-5858

Hubbard, Mary
St. Paul Public Schools
Early Education
350 Colborne Street
St. Paul, MN 55102
690-5436

Hustad, Dorothy
6105 Kaymar Drive
Hopkins, MN 55436
933-1448

LaRoque, Mr. Dennis
Duluth Public Schools
226 North First Avenue E.
Duluth, MN 55802

Mollien, Ms. Dorothy
Reuben Lindh Learning Center
3616 12th Avenue S.
Minneapolis, MN 55407
721-5551

O'Connor, Kathy
St. Paul Ramsey Mental Health Ctr.
529 Jackson St.
St. Paul, MN 55101
222-4260

O'Dair, Helen
3836 Toledo Avenue N.
Nursing Coordinator of School District #281 (Retired)
Minneapolis, MN 55422
533-7438

Price, Mrs. Mary
Urban League Preschool
Camphor Methodist Church
585 Fuller
St. Paul, MN 55103
224-0341

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Minnesota State Council for the Handicapped
Metro Square Building
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717 Delaware Street, S.E.
Minneapolis, MN 55440

Swan, Mrs. Nokomis
954 Carroll Avenue
St. Paul, MN 55104
645-2588

True, Joanne
Minneapolis Head Start
1901 Glenwood Avenue North
Minneapolis, MN 55405
374-3089

Wahlstrom, Dorothy
St. Paul Public Schools
Health Service
360 Colborne Street
St. Paul, MN 55102
298-5875

Wilson, Pat
Dakota's Children, Inc.
400 Marie Avenue
W. St. Paul, MN 55118
455-1286

Zwernik, Mrs. Kay
EMDACC
529 Jackson Street
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227-0675

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Harris, Dr. Robert
St. Paul Ramsey Hospital
Mental Health Services for Hearing Impaired
St. Paul, MN 55101

APPENDIX C

MINNESOTA STATE COUNCIL FOR THE HANDICAPPED MEMBERS

(Thirty Members Appointed By The Governor)

Gordon Allen, Minneapolis
(Region 11-Consumer)

Omar Amundson, Windom
(Region 8-Provider)

Richard Bonander, Minneapolis
(Region 11-Consumer)

Max Bozarth, Edina
(Region 11-Provider)

Sanna Brovold, Gully
(Region 1-Provider)

Rick Carter, Edina
(Region 11-Public)

Jack Hearle, Minneapolis
(Region 11-Consumer)

Vernon Health, Edina
(Region 11-Consumer)

Marlys Hoeft, Willmar
(Region 6-Parent)

George (Judd) Jacobson, Owatonna
(Region 10-Consumer)

Ray Kempf, Wayzata
(Region 11-Consumer)

Earl Luoma, Grand Rapids
(Region 3-Consumer/Parent)

Virginia Lee Mehrhof, Blue Earth
(Region 9-Consumer)

Daniel Montague, Bemidji
(Region 2-Public)

Joanne Murray, St. Paul
(Region 11-Provider)

John H. Myers, St. Paul
(Region 11-Public)

Ella Perpich, Chisholm
(Region 3-Consumer/Parent)

Robert Pierce, Duluth
(Region 3-Provider)

Dale Polton, Austin
(Region 9-Consumer)

Mary Ellen Radman, St. Paul
(Region 11-Consumer)

Max Rheinberger, Duluth
(Region 3-Consumer)

Sue Rockne, Zumbrota
(Region 10-Public)

G. A. (Pat) Rooney, Richfield
(Region 11-Consumer)

Joyce Scanlan, Minneapolis
(Region 11-Consumer)

Wilko Schoenbohm, Golden Valley
(Region 11-Provider)

Nokomis Swan, St. Paul
(Region 11-Provider)

John Swenson, Fergus Falls
(Region 4-Consumer)

Eugene Theisen, St. Cloud
(Region 7-Provider)

Richard Van Wagner, Minneapolis
(Region 11-Consumer)

Terry Zielinski, Sebeka
(Region 5-Provider)

Staff

Clifford B. Miller, Executive Director

Richard L. Ramberg, Deputy Director

Kurt E. Strom, Information Officer

Harold Kiewel, Manager
Access Minnesota Project

Early Intervention Survey

MINNESOTA STATE COUNCIL FOR THE HANDICAPPED

Metro Square, 7th & Robert Streets, Suite 492
St. Paul, Minnesota 55101
(612) 296-6785

****
* PLEASE RETURN BY *
* 12-12-75 *
****

EARLY INTERVENTION SURVEY

****
* PLEASE RETURN BY *
* 12-12-75 *
****

HANDICAPPED PERSON: One who because of a physical, mental or emotional disability or dysfunction, requires special services.

A. Please indicate type of program. (Check as many as are appropriate.)

____Pre-school for Handicapped
____Day Activity Center
____Head Start
____Day Care
____Screening and Referral
____Nursery School
____Other (Please Name) _____

B. When was your program established?

____1975 ____1973 ____1970-71 ____before 1965
____1974 ____1972 ____1965-69 ____information unavailable

C. Please indicate:

____number of pre-school children currently enrolled in program
____number of pre-school handicapped children currently enrolled
____number of poor children (estimate)
____number of staff members currently employed
____number of certified staff members employed (___Special Education ___NKP)

D. Please indicate the ages of children served in your program. _____

E. Is your program designed to serve only handicapped poor children? ___Yes ___No

F. How many of the children you serve are:

____American Indians
____Black Americans
____Asian Americans
____Spanish Surnamed Americans
____Other Americans, including Caucasians

G. How many of your staff are:

____American Indians
____Black Americans
____Asian Americans
____Spanish Surnamed Americans
____Other Americans, including Caucasians

EARLY INTERVENTION SURVEY - Page 2

H. If your program is part of a public school, what percentage of the district's student population is:

____American Indians
____Black Americans
____Asian Americans
____Spanish Surnamed Americans
____Other Americans, including Caucasians

I. Does you organization make special efforts to learn the identity and provide service for poor and minority children who have special education needs?

____Yes ____No

J. If yes (to I.), please list methods used by your organization to contact poor and minority children.

_____

_____

_____

_____

K. How is your program funded?_____

_____

L. Does your program charge parents a fee? ____Yes ____No

M. Does your funding source establish criteria that affect your ability to serve poor and minority children?

____Yes ____No (Please explain)_____

N. What problems within your program prohibit you from contacting, identifying and providing service for handicapped, poor and minority children? (Check as many as are appropriate.)

____Program always full
____No minority children in service area
____No transportation
____Unwillingness of families to accept handicap label
____No accurate handicap census available
____Overwhelming family problems
____No minority staff or board members
____Other (please name)_____
_____
_____

O. Do you feel that enrollment in your program reflects the percentage of minority children in the area your program is funded to serve?

____Yes ____No

P. Do you feel that enrollment in your program reflects the percentage of poor children in your area?

____Yes ____No

Q. What types of handicaps do the children you serve have? Please give the number of children for each handicapped condition.

_____

_____

_____

_____

R. Additional Comments:

Name of Agency or Program_____

Address_____Zip_____

Telephone_____

Survey Completed By_____ Title_____

Your early reply will be greatly appreciated. Please mail the completed survey in the enclosed, stamped self-addressed envelope. Thank you very much for your help. PLEASE RETURN BY DECEMBER 12, 1975.

Paula F. Goldberg, Chairperson

____Please check here if you would like a free copy of the final report.

11/75

APPENDIX E

Exemplary Preschool Programs

A special review panel organized by the Department of Health, Education and Welfare has designated a number of federally funded preschool programs for handicapped children which have been in existence during the last ten years as "exemplary". (Getting an Early Start, 1976.) More information is available by writing to the addresses given below.

Comprehensive Training Program for Infants and Young Cerebral Palsied Children (The Curative Workshop of Milwaukee) 1043 N.W. Watertown Plank Road, P.O. Box 7372, Milwaukee, WI 53226. Services are offered to children from birth through three.

Model Preschool Center for Handicapped Children, Child Development and Mental Retardation Center, University of Washington, Seattle, WA 98125. It is a regular preschool for Down's Syndrome children from birth to six years of age.

Precise Early Education for Children with Handicapps (PEECH), University of Illinois, 403 East Healey, Champaign, IL 61820. This is an early intervention program for children ages three to six.

UNISTAPS, (University State Public Schools), Minnesota Department of Education, Capitol Square, 550 Cedar St., St. Paul, MN 55106. This is a family oriented program for severely handicapped children from birth to five years of age.

Rutland Center - Developmental Therapy Model for Treating Emotionally Disturbed Children, Georgia Psychoeducational Center Network, 689 N. Pope St., Athens, GA 30601. A cooperative program focusing on preschool children (2 years and up) for seriously emotionally disturbed children.

APPENDIX F

Preschool Statutes

The following information was updated in April, 1976 by the State-Federal Information Clearinghouse for Exceptional Children of the Council for Exceptional Children and printed in Insight.

*Alabama. No provision for preschool services.

*Alaska. Children are eligible for special services if they are at least three years of age. The Health and Welfare Department operates a program for children who because of their age or severity of handicap are excluded from the public schools. This program includes nursery or preschool training whenever possible to prepare children for enrollment in special or regular education programs.

*Arizona. The Department of Economic Security provides preschool programs for residential and day students. No provisions for preschool services under the auspices of the education agency. Children under 6 may be enrolled in the school for the deaf and blind under specific conditions.

*Arkansas. No provision for preschool services.

*California. Services are available to children between the ages of 3 and 5 who require intensive service in special programs. At the discretion of local school agencies programs may be made available to children younger than 3 years.

*Colorado. Programs may be provided to all handicapped children under 5. The law requires testing and remedial programs by school districts for children age 3 or under with learning disabilities.

*Connecticut. Programs may be provided as follows: From age 3-hearing handicapped children; From age 4-all other handicapped children.

*Delaware. Children may receive special education services from age 4. Children who are deaf or hard of hearing are eligible for services from birth.

*District of Columbia. No provision for preschool services.

*Florida. Children may begin receiving special education services at age 3, except for deaf, blind, severely physically handicapped or trainable mentally retarded children, who may receive home or supplemental instruction at any age.

*Georgia. Programs may be provided to all children from age 3.

*Hawaii. Under the Early Admission Program children under 5 may receive services.

*Idaho. All exceptional children are eligible for services from birth.

*Illinois. All handicapped children are eligible for programs from age 3.

*Indiana. Programs may be provided for all handicapped children from age 3. Special Programs may be approved for deaf children beginning at 6 months of age.

*Iowa. Programs may be provided to all handicapped children from birth.

*Kansas. Programs may be provided to all handicapped children under legal school age.

*Kentucky. Programs may be provided to all handicapped children from birth.

*Louisiana. All children are eligible for services from age three.

*Maine. Children shall receive services from age 5. Deaf children may receive services at age 2.

*Maryland. Services are mandatory from age 5.

*Massachusetts. Programs must be provided to all handicapped children from age 3.

*Michigan. Programs may be provided to all handicapped children from birth.

*Minnesota. Programs must be provided to deaf, blind, orthopedic and speech handicapped from age 4; to mentally retarded children from age 5. Starting in 1977 all 4 year olds must be served. Programs may be provided below school-age.

*Missouri. Programs may be provided for handicapped children under the age of 5.

*Montana. Services for children from birth through 6 may be established with special approval from the Superintendent of Public Instruction.

*Nebraska. Multi-handicapped children are eligible for services from birth.

*Nevada. Programs may be provided for aurally or visually handicapped children under 5, academically talented children at age 4, and the mentally retarded at age 3. Other handicapped children may receive services at age 5.

*New Hampshire. Handicapped children are eligible for services from birth.

*New Jersey. Programs may be provided to all handicapped children under 5.

*New Mexico. No provisions for preschool services.

*New York. Deaf or deaf-blind children are provided services at age 3 and shall be eligible to receive services in one of the institutions at an age younger than 3. Other handicapped children may receive services at age 5.

*North Carolina. All handicapped children are eligible for services from birth.

*North Dakota. Deaf children may receive services at age 4. For others, services may begin at age 5.

*Ohio. All identified persons from the age at which they are identified, who meet the eligibility criteria shall be placed in an appropriate program.

*Oklahoma. Partially blind, blind, deaf and hard of hearing children shall receive services from age two, and all others at age four.

*Oregon. Programs may be provided from birth to all handicapped children except the educable mentally retarded.

*Pennsylvania. Programs may be provided to handicapped children under legal school age. (As a result of PARC v. Commonwealth of Pennsylvania, any school district offering preschool programs for non-handicapped children must also offer such programs for mentally retarded children.)

*Rhode Island. Programs may be provided to all handicapped children from age 3.

*South Carolina. Programs may be provided to children with hearing impairments from age 4.

*South Dakota. Programs may be provided to all handicapped children from birth.

*Tennessee. All children are eligible from age 4.

*Texas. Children are eligible from age 3.

*Utah. Local districts may provide programs for children under five. Such programs must be locally funded since no state aid is provided.

*Vermont. Children eligible for services from birth.

*Virginia. Programs must be provided to all handicapped children from age 2.

*Washington. Programs may be provided to all preschool aged handicapped children.

*West Virginia. Children may receive services from age 3.

*Wisconsin. Programs may be provided to all handicapped children from birth to age 3. From 3 on programs must be provided.

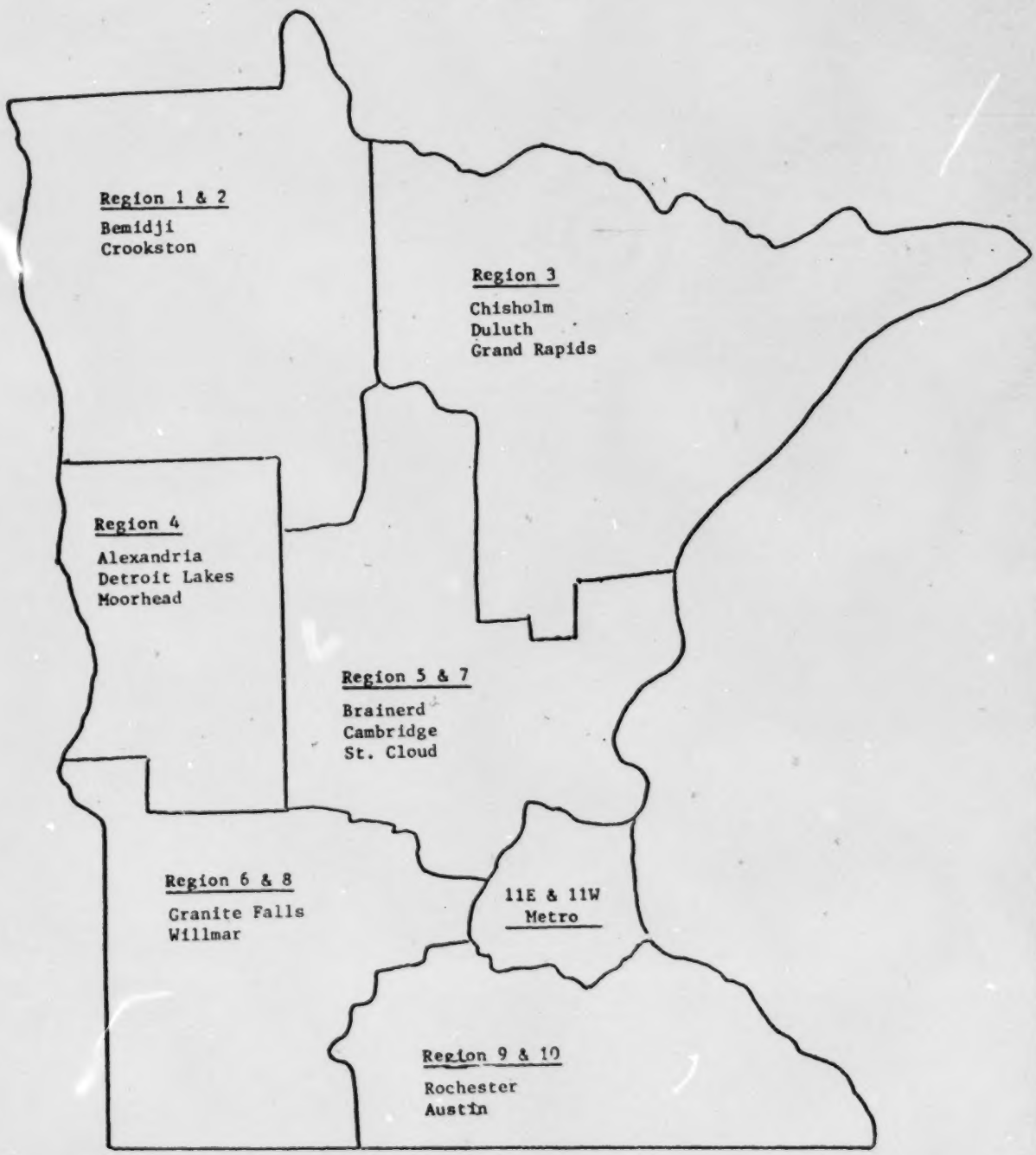
*Wyoming. No provisions for preschool services.

APPENDIX G

Directory of Preschool Handicapped Programs

This list includes those programs whose directors responded to the Task Force's survey or those programs whose addresses were available through an agency. Some day activity centers that serve more than 15 preschool handicapped children are included. Some of this information was taken from the Task Force's 1975 survey.

Governor's Planning Regions



Regions 1 and 2

Norman Cole
Special Education Regional Consultant
410 Minnesota Building
Bemidji, MN 56601
(218) 751-3330

Language Development Center
Park Rapids Public Schools
Park Rapids, MN 56470
(218) 732-3333
Contact: Beverly Strong
(Speech & Language, 0-4)

Language Learning Center
Birch Hall
Bemidji State University
Bemidji, MN 56601
(218) 751-2076
Contact: Judy Selby
(Speech & Language, 3-6)

Bagley Preschool for Speech and Language
Bagley, MN 56621
(218) 694-6586
Contact: Albert Johnson
(Speech & Language, birth-4)

Northwest Regional Interdistrict Council
Box 57
Newfolden, MN 56738
(218) 874-8215
Contact: Polly Reed, Coordinator
(Plan to serve 3-5 year olds)

Region 3

Robert Larson
Special Education Regional Consultant
St. Louis County Courthouse
Hibbing, MN 55746
(218) 262-3803

United Cerebral Palsy
105 Ordean Building
Duluth, MN
(218) 772-4018
Contact: Helmi Lanmi

United Day Activity Center
500 E. 10th Street
Duluth, MN 55805
(218)722-6867
Contact: Clyde Holmes
(developmental delay, 6 mo.-3 yrs.)

Nat Polinsky Memorial Rehab. Center
530 E. 2nd Street
Duluth, MN 55805
(218) 727-5083
Contact: Mary Van Gordon
(Physical Therapy, nursery school)

East Range Day Activity Center
800 "A" Avenue
Eveleth, MN 55734
(218) 741-5108
Contact: Colleen Wieck
(Various handicaps, 5 mo.-5 years)

Virginia Preschool Program
Technical Building
Virginia, MN 55792
(218) 741-4772
Contact: Francis Spencer
(Various handicaps, 4-5)

Cook County Speech & Language Preschool
Cook County Public Schools
Grand Marais, MN 55604
(218) 387-1273
Contact: Hazel Jackson
(Speech & Language, birth-5)

Region 3
(continued)

Duluth Community Coordination Model
Duluth Public Schools
226 North First Avenue
Duluth, MN 55802
(218) 722-4731
Contact: Marci Hoff, Coordinator
(Speech, Coordination Model)

Lincoln Hearing Impaired Program
Duluth Public Schools
2427 W. 4th Street
Duluth, MN 55806
(218) 722-3935
Contact: Wayne Gustafson
(Hearing impaired, 2-5)

Range Center, Inc.
1001 8th Avenue N.W.
Chisholm, MN 55719
(218) 254-4813
Contact: Jim Mickelson
(Various handicaps, 2 mo.-5)

Region 4

Wallace Pierce
Special Education Regional Consultant
Fergus Falls State Hospital
Administration Building
Fergus Falls, MN 56537
(218) 739-3359

Alexandria-Runeston Preschool Proj.
Central School
Alexandria, MN 56308
(612) 762-2141
Contact: Robert Halvorsen

Becker-Clay Special Education Coop
Preschool
P.O. Box 8
Audubon, MN 56511
(218) 439-6157
Contact: Joyce Hickok
(Various handicaps, birth-5)

Preschool Handicap, Title VIB
Fergus Falls Special Ed. Coop
Fergus Falls, MN 56537
(218) 739-3359
Contact: Lucinda Dix
(Various handicaps)

Child Develop Division
Lakeland Mental Health Center
126 E. Alcott
Fergus Falls, MN 56537
(218) 736-6987
Contact: Ann Jordan
(Developmental delay, birth-5)

Moorhead Preschool
Moorhead Public Schools
Box 100
Moorehead, MN 56560
(218) 236-6358
Contact: Tom Norris
(Various handicaps, 2-5)

Regions 5 and 7

Dennis Becchetti
Special Education Regional Consultant
139 E. First Avenue
Cambridge, MN 55008
(612) 689-1300/(612) 434-3655 (Mpls. line)

Preschool Language Program
Speech Pathology Department
St. Cloud State University
St. Cloud, MN 56301
(612) 255-0121
Contact: Dr. Powers
(Speech & Language)

Parent-Child Early Education
Special Services
Seton Hall, S.O. 742
1204 7th Street S.
St. Cloud, MN 56301
(612) 352-5828
Contact: Rosemary Gambill
(Various handicaps, 4-5)

St. Cloud Hospital Preschool
St. Cloud, MN 56301
(612) 251-2700
Contact: Earl Peterson

Mid State Education Co-op
Preschool Speech & Language Prog.
Lincoln School
109 N.E. 2nd
Little Falls, MN 56345
(612) 632-3671
Contact: Julie England
(Various handicaps, 0-5)

Cold Spring Public School
Preschool Handicapped
School District #750
Cold Spring, MN 56320
(612) 685-3645
Contact: Jim Hiementz, Kris Berg
(Various handicaps, 3 1/2-6)

Independent School District #181
Brainerd Public Schools
300 Ounce Street
Brainerd, MN 56401
(218) 829-1154
Contact: Norm Andresen
(Various handicaps, birth-4)

Stearns County Day Activity Center
103 6th Avenue N.
Waite Park, MN 56387
(612) 251-0087
Contact: Mike Krutzig
(Various handicaps, 1 1/2-5)

Wadena Parent Preschool Handicapped
Connection
211 S.W. Dayton
Wadena, MN 56482
(218) 631-1273
Contact: Audrey Laney
(Multi-handicapped, birth-4)

Regions 6 and 8

Willis Crow
Special Education Regional Consultant
1045 4th Avenue
Windon, MN 56101
(507) 831-3633

Preschool Program
Danube Elementary School
Danube, MN 56230
(612) 826-2421
Contact: Marvin Sneller
(Title I, school readiness, 4)

Canby Public School District
307 1st S.W.
Canby, MN 56220
(507) 223-5965
Contact: Edward Suys
(Various handicaps, 4)

Regions 6 and 8
(continued)

Lakefield Public School
Box 338
Lakefield, MN 56150
(507) 662-5840
Contact: Dennis Brown
(Developmental delay, 4)

Regions 9 and 10

Daniel Bryan
Special Education Regional Consultant
Box 815 Dow Hall
Braille School Campus
Faribault, MN 55021
(507) 334-5489

Rochester Public Schools
Multicategorical Language Program
334 16th Street S.E.
Rochester, MN 55901
(507) 285-8737
Contact: Kathy Yoss, Coordinator
(Language, 3-6) Title VIB

Aldrich Memorial Nursery School
4713 1/2 Street N.W.
Rochester, MN 55901
(507) 289-3097
Contact: Fran Olson
(Various handicaps, 3-5)

Olmstead DAC, Inc.
Assissi Heights
Rochester, MN 55901
(507) 289-3305
Contact: Mina Wilson
(Developmental disability, 6 mo.-5)

The Children's House
Box 8, Mankato State University
Mankato, MN 56001
(507) 389-1645
Contact: Richard Loyle, Director
(Nursery school and day care that mainstreams handicapped children, 3-6)

Mankato Public School
Parent-School Community Service
West School
51 Park Lane
Mankato, MN 56001
(507) 387-3461, ext. 218
Contact: Chris Ische
(Various handicaps, birth-5)

Mankato Rehabilitation Center, Inc.
Open Arms, DAC
Box 818
Mankato, MN 56001
(507) 345-4507
Contact: Winnie Renner
(2 mo.-6 years)

Lewiston Public Schools, Homestead
Lewiston, MN 55952
(507) 523-2193
Contact: David Ruzek
(Title I, School readiness, 4)

LaCrescent Preschool Program
St. Teresa Hall, Room 96
Winona, MN 55987
(507) 452-1200
Contact: Richard Burkhardt
(Various handicaps, 4)

Regions 9 and 10
(continued)

South Central Special Education Coop
Blue Earth Public Schools
Blue Earth, MN 56013
(507) 526-3215
Contact: Carol Cole
(Various handicaps, birth-5)

Wells Public Schools
250 Second Avenue
Wells, MN 56097
(507) 553-5810
Contact: James Sergeant
(Title I, Language, 4-5)

Owatonna Public Schools
140 E. Mill Street
Owatonna, MN 55060
(507) 451-2588
Contact: Paul Molstre
(Title I, 4)

Horstman Nursery School
101 N.W. 6th Street
Faribault, MN 55021
(507) 332-7767
Contact: Joan Schreiber
(Regular nursery school mainstream)

Region 11--East Metro

Gary Hayden
Special Education Regional Consultant
9875 Inver Grove Trail
Inver Grove Heights, MN 55075
(612) 455-9145

Como Park Special Preschools
Wheelock Pkwy and N. Grotto
St. Paul, MN 55117
(612) 489-8035

-Physically Handicapped (0-5)
Contact: Elaine Hartsman

-Visually Impaired Children (0-5)
Contact: Claudia Anderson

-Deaf-Blind Children (0-5)
Contact: Audrey Carlson

-Hearing Impaired Children (0-5)
Contact: Karen Crawford

Early Education Program
Mattocks School
447 Macalester Street
St. Paul, MN 55105
(612) 690-5436
Contact: Mary Hubbard
(Dévelopmental delay, 0-5)

Rutland Program
Battle Creek School
60 S. Ruth Street
St. Paul, MN 55119
(612) 735-7215
Contact: Morris Shrago
(Behavior, social adjustment, 2-12)

Preschool/Speech & Language Delays
Horace Mann School
2001 Eleanor Avenue
St. Paul, MN 55116
(612) 690-3849
Contact: Lynne Rowan

Therapeutic School
St. Paul Rehabilitation Center
319 Eagle Street
St. Paul, MN 55102
(612) 227-8471
Contact: Dorothy Gridley
(Physical & mental handicaps)

Region 11--East Metro
(continued)

Dale Street Preschool Center
25 N. Dale Street
St. Paul, MN 55102
(612) 227-7571
Contact: Alice Bloedoorn
(Various handicaps, 3-7)

Wilder Therapeutic Nursery
919 Lafond Avenue
St. Paul, MN 55104
(612) 645-6661
Contact: Sylvia Reisman
(Behavior/adjustment problems, 2-5)

St. Paul's on the Hill DAC
1524 Summit Avenue
St. Paul, MN 55105
(612) 698-8349
Contact: Judy Pappenfus
(Mentally retarded, multi-handicapped, 0-5)

Kaposia Area Learning Center
Neighborhood House
179 E. Robie
St. Paul, MN 55107
Contact: Helen Jacobe
(Mentally retarded & delayed, 2-4)

Washington County DAC
12541 Hudson Road
Afton, MN 55001
(612) 436-5209
Contact: Robert Nafie
(Various handicaps, 0-6)

Dakota County Developmental
Learning Center
2001 S. Victoria Road
Mendota Heights, MN 55118
(612) 454-2619
Contact: Sherril Hawley
(Mentally retarded, 0-5)

North Suburban DAC
3115 N. Victoria Street
St. Paul, MN 55113
(612) 484-8650
Contact: Phil Saari

Early Education Program
Rosemount Public Schools
14445 Diamond Path West
Rosemount, MN 55068
(612) 423-2291
Contact: Debbie Naiditch
(Moderate handicaps, 4-5)

Early Intervention Program
Ralph Reeder Elementary School
2800 Arona Avenue
Mounds View, MN 55113
(612) 633-6119
Contact: Henry Panowitsch

Northeast Learning Center
2675 E. Highway 36
No. St. Paul, MN 55109
(612) 777-5358
Contact: James Eron
(Mentally retarded, 0-5)

Early Education Program
Lakeville School District
21220 Holyoke Avenue W.
Lakeville, MN 55044
(612) 469-4461
Contact: Pat Bresnahan

Early Education Program
Farmington School District
5th and Walnut Streets
Farmington, MN 55024
(612) 463-7193
Contact: Dan Sullivan

Early Education Program
Spring Lake Park School District
701 91st Avenue N.E.
Minneapolis, MN 55434
(612) 786-2490
Contact: Barbara Pihlgren
(Moderate to severe handicaps, 4-5)

Early Education Program
So. St. Paul Public Schools
1451 Stickney Street
So. St. Paul, MN 55075
(612) 455-6641
Contact: Stan Mack

Region 11--East Metro
(continued)

Early Education Program
Cooper Elementary School
Hastings, MN 55033
(612) 437-6111
Contact: Claudia Manke
(Moderate handicaps, 4-5)

Early Education Program
Inver Grove Heights School District
9875 Inver Grove Trail
Inver Grove Heights, MN 55075
(612) 451-1321
Contact: Phil Moye

Anoka County DAC
6633 Arthur Street N.E.
Fridley, MN 55432
(612) 571-0790
Contact: Richard Bro
(Mentally Retarded, 2)

Early Education Program
Fridley School District
6100 W. Moore Lake Drive
Fridley, MN 55432
(612) 571-6000
Contact: Cheryl Levine
(Moderate Handicaps, 4-5)

Early Education Program
St. Anthony School District
3600 Highcrest Road
Minneapolis, MN 55418
(612) 781-2681
Contact: Duane Googins
(Moderate handicaps, 4-5)

Region 11--West Metro

Jo Gascoigne
Special Education Regional Consultant
4800 Glenwood Avenue
Golden Valley, MN 55422
(612) 374-9508

Special Education Preschool Program
Minneapolis Public Schools
830 2nd Street N.E.
Minneapolis, MN 55413
(612) 336-8908
Contact: Lou Erickson
(Various handicaps, 0-5)

Pre-Kindergarten Language & Speech
Minneapolis Public Schools
830 2nd Street N.E.
Minneapolis, MN 55413
(612) 336-8908
Contact: Lynn Zenter
(Language & Speech, 4-5)

Dowling School
Minneapolis Public Schools
3900 W. River Road
Minneapolis, MN 55406
(612) 721-6433
Contact: Everett Dodge
(Physically handicapped, 4-5)

Anderson D, SLBP Program
Minneapolis Public Schools
2727 10th Avenue S.
Minneapolis, MN 55407
(612) 348-8965
Contact: Marilyn Warrington
(Behavior & Adjustment Problems, 4-5)

Region 11--West Metro
(continued)

Autistic-Like Program
Minneapolis Public Schools
2727 10th Avenue S.
Minneapolis, MN 55407
(612) 348-8965
Contact: Anneke Thompson
(Autistic-like, 2-12)

Program for Autistic Type Children
202 Pattee Hall
University of Minnesota
Minneapolis, MN 55455
(612) 373-5267
Contact: Sheila Merzer
(Autistic type, 3)

Southside Neighborhood School and
Positive Parenting Center
2315 Chicago Avenue S.
Minneapolis, MN 55404
(612) 871-8995
Contact Linda Haugen
(Various handicaps, 3-5)

Reuben Lindh Learning Center
2616 12th Avenue S.
Minneapolis, MN 55407
(612) 721-5551
Contact: Dorothy Mollien
(Various handicaps, birth-5)

Washburn Child Guidance Clinic
2430 Nicollet
Minneapolis, MN 55404
(612) 871-1454
Contact: Peter Thomsen
(Developmental lags, 16 mo.-6)

Courage Center Preschool
3915 Golden Valley Road
Golden Valley, MN 55422
(612) 588-0811
Contact: Phyllis Rodrick
(Various handicaps, 6 wks.-5)

Louise Whitbeck Fraser School
2400 W. 64th Street
Minneapolis, MN 55423
(612) 861-1688
Contact: Dr. R.J. Kowalizyl

Bloomington Nursery School
10155 Penn
Bloomington, MN 55437
(612) 355-3952
Contact: Pat Poehne
(Nursery school serving many
handicapped children)

Infant Stimulation Program
Shoreline Early Childhood Dev. Prog.
3745 Shoreline Drive
Wayzata, MN 55391
(612) 471-8433
Contact: Joyce Olson
(Various handicaps, 0-3)

Wayzata Public Schools
2100 Highway 101 North
Wayzata, MN 55391
(612) 473-4621
Contact: Leslie Laub
(pre-kindergarten program)

Stepping Stones Preschool
2544 Highway 100 South
St. Louis Park, MN 55416
(612) 929-0439
Contact: Evy Fischlowitz
(Nursery school that specializes in
mainstreaming handicapped children)

Eden Prairie Public Schools
Prairie View Elementary
17255 Peterborg Road
Eden Prairie, MN 55343
(612) 935-1729
Contact: Gene Betterman
(Various handicaps, 4)

St. David's School
13000 St. David Road
Minnetonka, MN 55343
(612) 935-3336
Contact: Marilyn Bloom
(Various handicaps, 18 mos.-6)

Hearing Impaired Program
Hoover Elementary School
2369 109th Avenue N.W.
Coon Rapids, MN 55433
(612) 755-5793
Contact: Ward Wilkins
(hearing impaired, birth-5)
(physically handicapped, birth-5)

APPENDIX H

Partial Listing of Diagnostic Services

Region 1 and 2

Northwestern Mental Health Center
College Ave.
Crookston, MN 56716

Upper Mississippi Mental Health Ctr.
1722 15th St.
P.O. Box 641
Bemidji, MN 56001
218 751-3280

Crippled Children Service Nursing Consultants

Tessie Dahlman
Kittson County Courthouse
Hallock, MN 56728
218 843-3541

Joanna Eklund
722 15th St.
Box 516
Bemidji, MN 56601
218 755-3820

Region 3

Range Mental Health Center
624 S. 13th St.
Virginia, MN 55792
218 749-2881

Nat Polisky Rehabilitation Center
530 E. 2nd St.
Duluth, MN 55805
218 727-5083

Miller-Dwan Hospital
502 E. 2nd St.
Duluth, MN 55805
218 727-8762

Iron Range Rehabilitation Center
9th Ave. N.
Virginia, MN 55792
Contact: Ray Rabideau
218 741-0790

University of Minnesota-Duluth
Dept. of Communicative Disorders
Speech and Hearing Clinic
Contact: Dr. Robert Pierce
218 726-7274

Crippled Children Service Nursing Consultant

Elma Stubblebine
Box 210
Eveleth, MN 55734
218 741-0171

Region 4

Child Development Center
Lakeland Mental Health Center
126 E. Alcott
Fergus Falls, MN 56537
218 736-6987

University of North Dakota
Communication Disorders Dept.
Grand Forks, N.D.
Contact: Karla Hess

Southeast Mental Health & Retardation Ctr.
700 1st Ave. S.
Fargo, N.D. 58102
701 237-4513

Technical-Neuropsychiatric Institute
700 1st Ave. S.
Fargo, N.D. 58102

Region 4
(continued)

Crippled Childrens Service Nursing
Consultant

Jeanette Pattinson
Box 675
Health Dept.
Fergus Falls, MN 56537
218 736-6922

Regions 5 and 7

Mental Health Center
Tri-County
St. Cloud, MN 55301
612 252-5010

5 County Human Development Center
205 S.W. 2nd St.
Braham, MN 55006
612 393-3333

Northern Pines Mental Health Center
First National Bank Building
Little Falls, MN 56345

Crippled Childrens Service Nursing
Consultant

Janet Olstad
2500 W. Division, Box 38
St. Cloud, MN 56301
612 255-4216

Regions 6 and 8

West Central Community Services
Center, Inc.
1125 6th St. S.E.
Willmar, MN 56201
612 235-4613

Crippled Childrens Service Nursing
Consultant

Shirley Lewis
701 10th St. S.
Benson, MN 56215
612 842-9363 or 507 537-7151

Louis Foley
75 Navaho Ave.
P.O. Box 3047
Mankato, MN 56001
507 389-1226

Regions 9 and 10

Mayo Clinic
200 1st St. S.W.
Rochester, MN 55901
507 282-2511

Gunderson Clinic
LaCrosse, WI
608 782-7300

Speech & Hearing Center
College of St. Theresa
Winona, MN 55987
507 454-1504

Mankato State University
Speech Pathology Dept.
Mankato, MN

Child Study Center
215 S. Oak St.
Owatonna, MN 55060
507 451-6650 (Mental health)

Mower County Consultation
306 N.W. 1st Ave.
Austin, MN 55912
507 433-7389

Regions 9 and 10
(continued)

Southern Minnesota Human
Development Center
139-1/2 S. Broadway
P.O. Box 649
Albert Lea, MN 56001
507 373-1491

Louise Foley
75 Navaho Ave.
P.O. Box 3047
Mankato, MN 56001
507 389-1226

Crippled Childrens Services Nursing
Consultant

Irene Dalzell
717 Delaware St. S.E.
Mpls., MN 55440
612 296-5383

Region 11

East Metro

St. Paul

Gillette Children's Hospital
1003 E. Ivy
St. Paul, MN 55106
612 774-0301

Children's Hospital Clinic
Children's Hospital
311 Pleasant Avenue
St. Paul, MN 55102
612 227-6521
(Comprehensive diagnosis
and evaluation)

St. Paul Ramsey Hospital
Community Mental Health Center
529 Jackson
St. Paul, MN
612 298-4613

St. Paul Ramsey Hospital
Child Development Section
St. Paul, MN
612 221-3660

Muscular Dystrophy Association
of America, Inc.
1821 University Ave.
St. Paul, MN 55104
612 646-7557
(Free diagnostic clinic for any
child who has muscular dystrophy
or related problem)

West Metro

Minneapolis

Assessment Clinic of Physical
Medicine & Rehabilitation
Children's Rehabilitation Center
University of Minnesota Hospitals
Mpls., MN 55455
612 373-9060
(Diagnosis and evaluation for a
child of any age with a learning
disability or a speech and/or
language deficit, neurological
handicap, or physical disability)

Audiology Clinic
University of Minnesota
Mayo Bldg., Box 283
Mpls., MN 55455
612 373-8740
(Any child with suspected hearing,
speech, language problem)

Curative Services
3915 Golden Valley Road
Minneapolis, MN 55422
612 588-0811
(Perceptual motor evaluation and training; speech and hearing evaluations)

Crippled Children Services
Minn. Dept. of Health
717 Delaware St. S.E.
Mpls., MN 55440
612 296-5372
Dr. Mildred Norval, Director
(Free evaluation services)

Deaconess Hospital Family Health Program
305 E. 24th St.
Mpls., MN 55404
612 721-2933, ext. 325
(Psychological and medical evaluation for children with learning, school adjustment and behavior problems. Emphasis is on low income, minority and Model City families, all Hennepin County)

Division of Child Psychiatry,
Hennepin General Hospital
701 Park Ave.
Mpls., MN 55415
612 347-2675
(Child Behavior and Learning Clinic)

Division of Child Psychiatry
University of Minnesota
Box 95, Mayo Memorial Building
Mpls., MN 55455
612 373-8871
(Sliding fee scale, diagnostic services, school consultation)

Fairview Hospital
Dept. of Speech & Language
2312 S. 6th St.
Mpls., MN 55454
612 332-0282, ext. 306
(Diagnostic Center for learning disabilities, speech delays and articulation)

Kenny Rehabilitation Institute
811 E. 27th St.
Mpls., MN 55407
612 874-4400
(For school age children with speech, hearing, learning and/or behavior problems)

Lake Minnetonka Mental Health Center
14500 Minnetonka Boulevard
Minnetonka, MN 55343
612 935-8411
(Diagnostic testing for Hennepin County residents-school age)

APPENDIX I

Resource Directory

These are some state agencies, organizations and advocacy groups that deal with preschool and/or handicapped children. The Task Force is not endorsing any of these groups, but is providing this directory as a service to individuals.

ADVOCACY GROUPS, SOURCES OF INFORMATION

Center for Early Education and Development, Child Development, University of Minnesota, Minneapolis, Minnesota 55415, Shirley Moore and Richard Weinberg Co-directors - 376-3229.

Citizen's League, 84 South Sixth Street, Minneapolis, Minnesota 55402 - 338-0791 (Report On Day Care).

Cystic Fibrosis Foundation, 2516 Lyndale Avenue South, Minneapolis, Minnesota 55405 - 827-3655.

Developmental Disabilities Legal Advocacy Project, 501 Park Avenue South, Minneapolis, Minnesota 55415 - 338-0968. Rebecca Knittle, Project Attorney. (This program provides free legal service to developmentally disabled persons, specifically the retarded, epileptic or cerebral palsied persons).

Early Education Outreach Program, Sue Middleton, Mattocks School, 447 Macalester Street, St. Paul, Minnesota 55105 - 690-5436.

East Metro Preschool Consultant, Jean Hosterman, 2300 N.W. 7th Street, St. Paul, Minnesota 55112 - 633-5748.

Friends of Hearing Handicapped Children, Kathy Jacobson, 1228 Bellows, West St. Paul, Minnesota 55118 - 457-5340.

Handicapped Services Advocate Program, Parents in Community Action Head Start, Joanne True, 1901 Glenwood Avenue North, Minneapolis, Minnesota 55405 - 374-3089.

Maria Jones, Preschool Coordinator, Regional Educational Cooperative Service Unit, Southwest State University, Marshall, Minnesota 56258.

Mental Health Association of Minnesota, Paul Messplay, Executive Director, 4510 West 77th Street, Room 100, Minneapolis, Minnesota 55435 - 835-4282.

Mental Health Services for the Hearing Impaired, St. Paul Ramsey Hospital, 640 Jackson Street, St. Paul, Minnesota 55101 - 298-4737.

Minneapolis Association of Hearing Impaired, Barbara Flanigan, President, 2405 Sheridan South, Minneapolis, Minnesota 55405 - 374-2892.

ADVOCACY GROUPS, SOURCES OF INFORMATION - Continued

Minnesota Association for Children With Learning Disabilities, 1821 University Avenue, Room 301 North, St. Paul, Minnesota 55104 - 646-6136.

Minnesota Association for the Education of Young Children, Kathleen McNellis, 1821 University Ave., Room 373 South, St. Paul, Minnesota 55104 - 646-8689.

Minnesota Association of the Deaf, c/o Charles Thompson Hall, 1824 Marshall Avenue, St. Paul, Minnesota 55104 - 644-3455 (Voice or TTY).

Minnesota Association for Retarded Citizens, 3225 Lyndale Avenue South, Minneapolis, Minnesota 55408 - 827-5641.

Minnesota Child Developmenc Coalition, Erna Fishaut, Chairperson - 376-3221.

Minnesota Children's Lobby, 6037 Hawthorne Road, Mound, Minnesota 55364 - 472-1997.

Minnesota Committee for the Handicapped, Marge Goldberg, Chairman, 6908 Oliver Avenue South, Minneapolis, Minnesota 55423 - 823-7589. (Umbrella organization of many handicapped groups who banded together for legislation and regulation concerns).

Minnesota Council for Exceptional Children, 1820 Xenium Lane North, Minneapolis, Minnesota 55441 - Bob Manning.

Minnesota Daytime Activity Center Association, Mary Jo Boots, Redwood County DAC, 1317 East Bridge Street, Redwood Falls, Minnesota 56283 - 507 637-3591.

Minnesota Epilepsy League, 242 Citizens Aid Building, 404 South 8th Street, Minneapolis, Minnesota 55404 - 340-7630, William Fuller, Director.

Minnesota Foundation for Better Hearing and Speech, Emery Barrette, Executive Director, Bremer Arcade, Skyway Level, 7th and Robert Streets, St. Paul, Minnesota 55101 - 222-6868.

Minnesota Society for Crippled Children and Adults, 3915 Golden Valley Road, Minneapolis, Minnesota 55422 - 588-0811.

National Federation of the Blind of Minnesota, 1605 Eustis Street, St. Paul, Minnesota 55108 - 644-6400.

OURS - Children's Services, Mary Lou Krengel, 770-2862 (Parents concerned with adopting handicapped children).

Parent and Community Relations, St. Paul Public Schools, 360 Colborne Street, St. Paul, Minnesota 55102 - 298-5858.

Preschool Hearing Impaired, Minneapolis, Minnesota, Paula Barnhart, Parent Advocate - 824-4095.

Psychoeducational Studies, University of Minnesota, Dr. Maynard Reynolds, 249 Burton Hall, Minneapolis, Minnesota 55455 - 373-3483.

ADVOCACY GROUPS, SOURCES OF INFORMATION - Continued

SEARCH, Special Education and Related Child Health, Room 114, 2309-28th Avenue South, Minneapolis, Minnesota 55406 - 721-6403, Pat Cronin, Director. (Title VI-B Project to develop a system for early identification of handicapping conditions and related health needs of children 0-21 in Minneapolis. Research information available on screening instruments and procedures).

Spina Bifida Association of Minnesota, 4848 Hampshire Avenue North, Crystal, Minnesota 55428 - 938-4774, Bill Skold, President.

Twin Cities Chapter of the Scoiety for Autistic Children, Etta Overland, President, 530-2nd Avenue Northwest, St. Paul, Minnesota 55112 - 633-4299.

United Blind Association, Carl Kuhl, President, 4421 Northeast Fourth Street, Minneapolis, Minnesota 55422 - 56--7156.

United Cerebral Palsy Association of Minnesota, 380 Griggs Midway Building, 1821 University Avenue, St. Paul, Minnesota 55104 - 646-7588.

United Handicapped Federation, Tom Junnila, Staff Organizer, 1951 University Avenue, St. Paul, Minnesota 55104 - 646-1515.

University of Minnesota, Special Education Programming, 101 Pattee Hall, Minneapolis, Minnesota 55455 - 373-3291, Dr. Robert Bruininks.

Washburn Child Guidance Clinic, 2430 Nicollet Avenue South, Minneapolis, Minnesota 55404 - 871-1454, Outreach Program, Harriet Pratt.

STATE AGENCIES

EDUCATION, DEPARTMENT OF - John Groos, Director of Special Education, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - 296-8179.

Council on Quality Education, 718 Capitol Square Building, 550 Cedar, St. Paul, Minnesota 55101, Eugene Kairies - 296-5072.

Early Childhood Education, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - Corinna Moncada, Consultant - 296-4065.

Early Childhood Education for the Handicapped, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - Winifred Northcott, State Consultant - 296-5605, Interagency Coordinator, Kathleen McNellis - 296-5185.

Indian Education, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - Mildred Mueller, 296-6458.

Migrant Education, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - Peter Moreno, Director - 296-2181.

STATE AGENCIES - Continued

State and Federal Programs for the Handicapped, Minnesota Department of Education, 550 Cedar Street, Capitol Square Building, St. Paul, Minnesota 55101 - Roy Anderson, Administrator, 296-4164.

Title VI-B, Minnesota Department of Eduation, 550 Cedar Street, Capitol Square Building, St. Paul, Minnesota 55101 - Levi Young, Coordinator, 296-5116 (provides funds for pre-school handicapped programs).

GOVERNOR'S MANPOWER OFFICE

Minnesota Head Start, Beverly Gleeson, Director of Economic Opportunity, 690 American Center Building, Kellogg and Robert Streets, St. Paul, Minnesota 55101 - 296-5761, Fred Aden - 296-5740.

HANDICAPPED, MINNESOTA STATE COUNCIL FOR THE

Minnesota State Council for the Handicapped, Suite 208, Metro Square, 7th and Robert Streets, St. Paul, Minnesota 55101 - Clifford Miller, Executive Director, 296-6785.

Committee On Children and Youth, State Council for the Handicapped, Nokomis Swan, Chairperson, 954 Carroll Avenue, St. Paul, Minnesota 55104 - 645-2588.

Task Force On Early Intervention, State Council for the Handicapped, Paula Goldberg, Chairman, 5315 James Avenue South, Minneapolis, Minnesota 55419 - 920-1015; (Professor Judith Wolf, University of Minnesota, Educational Administration, 300 Health Services Building, St. Paul, Minnesota 55108 - 376-5052).

HEALTH, DEPARTMENT OF

Crippled Children's Services, Department of Health, 717 Delaware Street Southeast, Minneapolis, Minnesota 55440 - Dr. Mildred Norval, 296-5372. (This statewide service provides for a free evaluation of handicapped children from birth through 21 and may pay for treatment. Call for statewide directory of diagnostic clinics.)

Early, Periodic Screening, Diagnosis and Treatment Program, Department of Health, 717 Delaware Street Southeast, Minneapolis, Minnesota 55440 - Shelia Swaiman, Coordinator, 296-5286.

LEGISLATURE

Clerk of the Minnesota House, State Capitol, St. Paul, Minnesota 55155 - 296-2314 (Information available, copies of bills can be requested).

Secretary of Minnesota Senate, Room 231, State Capitol, St. Paul, Minnesota 55155 - 296-2343 (Information about the Senate, copies of bills can be requested).

STATE AGENCIES - Continued

Higher Education Coordinating Commission, Beth Sandell, 296-6880 (Preparing a report on preschool training programs).

STATE PLANNING AGENCY

Developmental Disabilities Office, State Planning Agency, 562 Metro Square Building, 550 Cedar Street, St. Paul, Minnesota 55101 - 296-4018. (Funds programs for those with mentally retarded, cerebral palsy, epilepsy and other handicapped individuals).

WELFARE, DEPARTMENT OF PUBLIC

Day Activity Centers, Department of Public Welfare, Centennial Office Building, St. Paul, Minnesota 55155 - 296-3139, Edward Constantine.

Day Care and Nursery, Department of Public Welfare, Centennial Office Building, St. Paul, Minnesota 55155 - 296-3768, Cherryl Nyhus.

Services for the Blind and Visually Handicapped, Department of Public Welfare, 1745 University Avenue, St. Paul, Minnesota 55104 - Stan Potter, Director, 296-6034. (Responsible for locating all blind and visually handicapped children in Minnesota).

Services for the Deaf, Department of Public Welfare, Centennial Building, St. Paul, Minnesota 55155 - Thomas Everhart - 296-3472, TTY-296-6853.

NATIONAL ORGANIZATIONS AND FEDERAL OFFICES

Alexander Graham Bell Association for the Deaf, 3417 Volta Place Northwest, Washington, D.C. 20007, (public information).

Association for Childhood Education International, 3615 Wisconsin Avenue Northwest, Washington, D.C. 20016 - 202-363-6963.

Black Child Development Institute, 1028 Connecticut Avenue Northwest, Suite 514, Washington, D.C. 20036 - 202-659-4010, Evelyn Moore, Executive Director.

Bureau of Education for the Handicapped, Office of Education, P.O. Box 2018, 400 Maryland Avenue Southwest, Washington, D.C. 20202 - Edwin Martin, Acting Deputy Commissioner.

Children's Defense Fund, 1520 New Hampshire Avenue Northwest, Washington, D.C., 20036 - 202-483-1470. (Excellent publications available; free parent's rights booklets, available: "How to Look at Your State's Plan," Your Rights Under PL 94-142, etc.)

NATIONAL ORGANIZATIONS AND FEDERAL OFFICES - Continued

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 - 703 620-3660.

Education Commission of the States, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 - 303 893-5200. (Disseminates information, Early Childhood Newsletter free).

Great Lakes Area Learning Resource Center, Michigan Department of Education, P.O. Box 420, Lansing, Michigan 48902 - 517 373-9433. (A federally funded program to provide materials to teachers or parents to help them work effectively with handicapped children.)

Handicapped Children's Early Education Program, Program Development Branch, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C. 20202. (Write for regulations and proposal requirements for grants.)

Harvard Center for Law and Education, Harvard University, 14 Appian Way, Cambridge, Massachusetts 02138.

Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215. (Publishes a journal and material on citizen involvement in schools).

National Association for the Deaf and International Parents Association, 814 Tahayer Avenue, Silver Springs, Maryland 20910.

National Association for the Education of Young Children, 1629-21st Street Northwest, Washington, D.C. 20009 - 202 323-8777.

National Association of State Directors of Special Education (NASDSE), Suite 610-E, NEA Building, 1201-16th Street Northwest, Washington, D.C. 20036.

National Association for Retarded Children, 2709 Avenue East, Arlington, Texas 76011.

National Center for Law and the Handicapped, 1235 North Eddy Street, South Bend, Indiana 46617.

National Information Center for the Handicapped, Closer Look, Box 1492, Washington, D.C. 20013. (Provides free practical advice on problems of the handicapped, preschool packet is available free, newsletter is free).

Office of Child Development, Head Start, Donahoe Building, 400 Sixth Street, Southwest, Washington, D.C. 20013 - 202 755-7944.

Office of Civil Rights, Department of Health, Education and Welfare, 300 Independence Avenue Southwest, Washington, D.C. 20201 - Peter Holmes, Director.

Society for the Protection of the Unborn through Nutrition, (SPUN), 17 North Wabash, Chicago, Illinois 60602.

TADS, Technical Assistance Development Systems, Suite 500, NCNB Plaza, Chapel Hill, North Carolina 27514 - 919 967-9921. (Publications available, assistance for First Chance Preschool Handicapped Programs).